

2018 Annual Conference on Advancing School Mental Health

Student Mental Health – A Sure Bet for Student Success!

Celebrating Over 23 Years of Advancing School Mental Health



**October 11-13,
2018**

Red Rock Casino,
Resort and Spa
Las Vegas, NV

**9 Specialty Tracks ~ Over 200 Sessions ~ Keynotes ~ Intensive Trainings ~ Symposia ~
Advanced Practice Skills ~ Conference Sessions ~ Lunch Learning Sessions ~ Poster
Sessions ~ Evening Reception ~ Networking Opportunities**

Hosted by

The National Center for School Mental Health
University of Maryland School of Medicine

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Welcome to the 2018 Annual Conference on Advancing School Mental Health!

On behalf of our team at the National Center for School Mental Health (NCSMH), we welcome you to the nation's premier interdisciplinary meeting on advancing school mental health research, training, policy and practice. This year's conference theme - *School Mental Health – A Sure Bet for Student Success!* – celebrates this year's host city, Las Vegas, and highlights the important role of school mental health in achieving student success in school and life!

We are eager for you to engage with us in this exciting opportunity to learn from and network with colleagues about the latest innovations in school mental health. The NCSMH is dedicated to helping states, districts and schools advance comprehensive school mental health systems that:

- embody **family-school-community partnerships**
- reflect a **multi-tiered system of mental health support (MTSS)** for all students
- use developmentally, culturally and linguistically relevant **evidence-based programs and practices**
- promote **equity** and **cultural responsiveness**
- engage in ongoing **quality improvement and sustainability planning**

A heartfelt thanks to our Advisory Board and Center's stakeholders for supporting the NCSMH mission *to strengthen the policies and programs in school mental health to improve learning and promote success for America's youth.*

We are thrilled to announce that we, in partnership with the School-Based Health Alliance, received 5 years of continued funding from the Maternal Child Health Bureau of the Health Resources and Services Administration (HRSA) to support the **School Health Services National Quality Initiative**. We will be working to refine national school mental health performance standards, and supporting states to advance school mental health quality. We will be sending information this fall about technical assistance and training opportunities that will begin in 2019!

We hope that you all will join the growing number of schools and districts across the United States by sharing information about your comprehensive school mental health system at www.theSHAPEsystem.com. Please visit the site and "Join Now" to be counted in the National School Mental Health Census. We hope you like some of the new features of the site – a searchable **library of school mental health screening and assessment tools**, and the **Trauma Responsive Schools Implementation Assessment**, a tool for schools and districts to measure their degree of trauma responsiveness and engage in quality improvement toward creating trauma-informed school systems.

We remain grateful to serve as Co-Directors and are confident that, with your partnership, the field will achieve successful integration of mental health and education for the shared goal of student well-being and academic success!



Sharon A. Hoover, Ph.D.



Nancy A. Lever, Ph.D.

Co-Directors, National Center for School Mental Health



NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

CONFERENCE OBJECTIVES

At the end of the conference, attendees will be able to:

1. Identify three or more strategies for effectively implementing a full continuum of integrated school mental health approaches to support students' academic, behavioral, and social-emotional outcomes.
2. List three evidence-based practices and programs in school mental health.
3. Identify three action steps to meaningfully partner with youth and families in school mental health.
 1. School Climate, Social Emotional Learning, and Mental Health Promotion
 2. Prevention and Early Intervention
 3. Mental Health Intervention and Treatment
 4. Implementation Science and Practice
 5. Education-Mental Health Integration and Collaboration
 6. Youth and Family Partnerships in Mental Health
 7. Cultural Responsiveness and Equity
 8. Advocacy and Policy
 9. Financing and Sustainability



1) School Climate, Social Emotional Learning, and Mental Health Promotion - (Tier 1)

This track focuses on mental health promotion services and supports (Tier 1), social emotional learning, and school climate. These include mental health-related activities, such as the promotion of positive social, emotional, and behavioral skills and wellness that are designed to meet the needs of all students, regardless of whether or not they are at risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level. This track also focuses on policies and practices to promote positive school climate by fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.

2) Prevention and Early Intervention - (Tier 2)

This track focuses on selective services and supports (Tier 2) to prevent mental health and substance use concerns for groups of students who have been systematically identified through referral, needs assessments and/or school teaming processes as being at risk for a given concern or problem. When student needs are identified and supported early on, problems can be eliminated or reduced and student success is promoted. Sometimes these are referred to as mental health prevention or secondary prevention services

3) Mental Health Intervention and Treatment - (Tier 3)

This track focuses on indicated and individualized services and supports (Tier 3) to address mental health and substance use concerns to meet the unique needs of each student who is displaying a particular concern and significant functional impairment. Sometimes these supports are referred to as mental health intervention, treatment, tertiary services, or intensive services.

4) Implementation Science and Practice

This track focuses on frameworks, strategies and methods that support successful implementation of evidence-based services and supports in schools, especially as they relate to a multi-tiered system of student mental health supports (MTSS). After the efficacy and effectiveness of an evidence-based service is determined, implementation frameworks, strategies and methods can be applied to support the adoption, installation, ongoing implementation and sustainment of practices in the “real world” of school mental health. Implementation efforts can focus on many levels of school mental health systems (i.e., state/district/school leadership, school staff and practitioners, students and families), including external factors (i.e., federal or local government policies, funding mandates, and school relationships with community partners) and internal factors (i.e., school/district operations, climate, and culture, staffing selection, training and coaching; policies) that influence implementation outcomes. Quality improvement and dissemination strategies are related and will be considered but should use a systematic theory or framework as well as articulate strategies or methods used.

5) Education-Mental Health Integration and Collaboration

This track focuses on the active exchange of ideas and collaborative engagement between school- employed and community-employed mental health providers, educators, and families. This track addresses how to develop and implement a culture of collaboration between mental health providers and educators to achieve shared outcomes for students and schools through research, policy, and practice. It includes content that equips and empowers educators in their roles as promoters of student mental health (e.g. educator training in mental health) and mental health staff to work effectively in schools.

6) Youth and Family Partnerships in Mental Health

This track focuses on youth- and family-centered principles with leadership from students and their family members. This track emphasizes a connection to meaningful youth and family partnership in all aspects (e.g., planning, development, implementation, evaluation, training) of comprehensive school mental health services and supports.

7) Cultural Responsiveness and Equity

This track focuses on practice, theory, and research specific to culturally-diverse youth in schools. Specific issues such as stigma, cultural adaptations of evidence-based practices, reducing health disparities and disproportionality, meaningful family partnership, and cultural competence are considered in this track.

8) Advocacy and Policy

This track focuses on the development and advancement of school mental health legislation and policy at the school, district, state, and federal levels, including practical strategies and examples of success.

9) Financing and Sustainability

This track focuses on the financial and non-financial dimensions of maintaining or supporting school mental health services and supports over time, in which operational structures and capacity are sound and can evolve and adapt to match the changing needs of students, families, schools, communities, and other systems in their context. This track considers funding, resources, and policies that promote sustainable school mental health.

**Conference Program
Thursday
October 11, 2018**

CONFERENCE AGENDA

Thursday, October 11, 2018
Exhibit displays are open all day!

7:00-8:00 AM Registration

7:45-8:00 AM Welcome and Greetings

*Sharon Hoover, PhD and Nancy Lever, PhD, Co-Directors,
National Center for School Mental Health; University of Maryland
School of Medicine, Baltimore, MD*

8:00-9:00 AM Keynote Address

**How Mental Health and Wellness Support Engaging, Excellent, Safe,
and Equitable Schools**

*David Osher, PhD, Vice President and Institute Fellow
American Institutes for Research*

If we are to universalize school mental health it is important to connect mental health concerns with the priorities of educators and to provide cost efficient and cost beneficial means of realizing the connection. Three priorities are academic excellence, safety, and equity. This presentation will establish the relationships between school mental health and excellence, safety, and equity, and show how they can be addressed in an efficient, comprehensive, and multi-tiered manner.

9:00-9:15 AM Break

Conference Session 1 – 9:15 a.m.- 10:15 a.m.

CS 1.01: CBITS: Addressing Barriers to Implementation of a School-based Group Treatment for Trauma

Track: Implementation Science and Practice

Achieving fidelity of implementation following training in Evidence-Based Practices (EBPs) can often be quite challenging, even if the training is done in one centralized agency where there is control over the training and rollout of the services. For programs where partner agencies are the leading service providers, implementation becomes even more complicated. The Center for Trauma Care in Schools has been providing training in EBPs within a broad system of care in Boston and several other school districts and will share its implementation successes and barriers.

Paul Reinert, LICSW, Lisa Baron, PhD, Meg Smith, LICSW, Alliance for Inclusion and Prevention, Boston, MA

CS 1.02: Customization in Implementing School-Based Programming: An Adaptive Decision-Making Process for Mental Health Consultation

Track: Education-Mental Health Integration & Collaboration

This session focuses on flexibility in implementing school-based programming and discusses an adaptive decision-making process. In particular, the session will: 1) describe implementation of Early Childhood Mental Health Consultation (ECMHC) in a public charter school system, 2) describe how the culture of the school system lead to intervention and implementation changes and the process by which decisions were made and 3) will allow for audience discussion of applications to their own school settings.

*Erin Mathis, PhD, Celene Domitrovich, PhD, Georgetown University, Washington, DC
Megan Berkowitz, LICSW, Abby Carlson, PhD, AppleTree Schools, Washington, DC
Megan McCormick-King, PhD, InSite Solutions, Washington, DC*

CS 1.03: Educating Secondary Students on Depression and Suicide Using an Evidence-based Universal Approach: Signs of Suicide

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

This session explores the impact of suicide in our nation, more specifically detailing the growing numbers in the tight-knit communities of Northern Colorado. Suicide is a challenging issue to address that brings about strong reactions and emotions. The participants will learn how one community is working towards creating a cultural change by engaging all aspects of the community. We will further discuss the implementation of the Signs of Suicide program within Thompson School District, examining the successes and growth opportunities.

Jessica Shiveley, MSW, Quincey Holmquist, BSN RN, Natalie Denkers, LCSW, Thompson School District, Loveland, CO

CS 1.04: Eliminating Barriers to School Mental Health: Keeping "Georgia on My Mind"

Track: Advocacy & Policy

Georgia Project Advancing Wellness and Resilience Education (AWARE) makes connections with schools, districts and state agencies to begin the journey of implementing school-based mental health services. Barriers and policies from the legislative to the school level will be discussed. Through the exploration of challenges and successes, the participants in this interactive session will learn strategies to remove barriers around policy.

Rebecca Blanton, MA, Georgia Department of Education, Atlanta, GA; Jason Byars, EdS, Griffin-Spalding County Schools, Griffin, GA

CS 1.05: From Crib to Kinder: Building State and Local Capacity for Early Intervention - An Urban, Rural and Frontier Perspective

Track: Prevention and Early Intervention (Tier 2)

This workshop will provide administrators, policy makers, and state community leaders with integration strategies that will support early childhood social and emotional learning, screening, school readiness, and children's mental health programs. Participants will learn innovative strategies used in Nevada's Safe Schools/Healthy Students (SSHS) state community initiatives that assisted with integration of policy, partners and shared resources that support long-term sustainability and scale-up of early childhood SMH programming across the state.

Pat Sanborn, MA, Nevada Department of Education, Carson City, NV

Deborah Loesch-Griffin, PhD, Turning Point, Inc. Virginia City, NV

Kim Johnson, MEd, Nye Communities Coalition, Pahrump, NV

Kimberley Hargrove, BA, The Children's Cabinet, Reno, NV

CS 1.06: Implementing a Three-Tier Model to Expand Student Mental Health Awareness and Services: The Project Cal-Well Initiative

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Project Cal-Well is a statewide initiative to increase awareness of and improve mental health and wellness of California's K-12 students. This workshop will describe Project Cal-Well's three-tier approach to improve school climate, increase access to school-based mental health services, and build community partnerships. Data from the project evaluation will also be described, including how data can be used to track progress toward improving students' mental health. Lessons learned and tips will be shared.

Samira Soleimanpour, PhD MPH, University of California-San Francisco, San Francisco, CA

Hilva Chan, MSW, California Department of Education, Sacramento, CA

Jeff Layland, MA, Garden Grove Unified School District, Garden Grove, CA

Cheryl Bodger, EdD MA, ABC Unified School District, Cerritos, CA

CS 1.07: Implementing Restorative Practices within a Multi-Tiered System of Supports

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Restorative practices can help build and strengthen relationships and restore and repair harm. When implementing these and other practices in schools, the creation of systems for installation and the monitoring of fidelity and intended outcomes are often overlooked as priorities. The Positive Behavioral Interventions and Supports (PBIS) framework provides a process for installing and sustaining practices and decision-making systems that strengthen environments and help achieve desired outcomes.

Ali Hearn, MSW, Sheri Luecking, MSW, Midwest PBIS Network, Lisle, IL

CS 1.08: Lights, Camera, Action: Engaging Families and Community with a Mental Wellness Film Series

Track: Youth & Family Partnerships

Newton County School System is a Title I district serving 20,000 students 35 miles East of Atlanta, GA. The objective of this presentation is to provide a map for the creation of a successful mental wellness film series by detailing; family-friendly mental wellness activities, connecting families to behavioral health resources, and marketing strategies. Project Advancing Wellness and Resilience Education (AWARE) is a SAMHSA grant-funded department within the Newton County Schools dedicated to reducing the stigma of mental health and strengthening the coordination of services and support.

Christopher Williams, MPA, Newton County Schools; Adrienne Boisson, BS, NCSS Project AWARE, Covington, GA

CS 1.09: Not their Crime but Still Their Sentence: Supporting Children of Incarcerated Parents

Track: Cultural Responsiveness & Equity

It is critical for school staff to collaborate to reduce the stigma and isolation that children of incarcerated parents experience. This presentation will review the impact of parental incarceration and describe the factors that can influence adjustment. Strategies and resources that have been utilized to support the social and emotional well-being of students who have been affected by incarceration will be shared. The opportunities and challenges that emerge when providing school mental health services to this population will be discussed.

Dana Cunningham, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

CS 1.10: Promoting Adoption of Mindfulness in Schools: Strategies for Assessing Individual and Organizational Readiness

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Mindfulness-based interventions can improve school climate and promote school mental health. However, attainment of positive outcomes depends on adoption of mindfulness not just by the organization but by individuals within it. This presentation will highlight efforts to assess and harness both individual (teacher) and organizational (school) readiness to promote successful adoption of a mindfulness-based program for teachers. We will present the readiness assessment plan and preliminary data and share problems, progress, and lessons learned.

Hannah Dinnen, MA, Paul Flaspohler, PhD, Renee Dallal, BA, Kelsey Hank, BA, Miami University, Oxford, OH

**CS 1.11: Reclaiming Lives: A Tier 3 Intervention for Youth in the Juvenile Justice System
Track: Mental Health Intervention and Treatment (Tier 3)**

Approximately 100,000 juveniles in the United States are incarcerated or on probation in any given year, costing over \$5 billion per year. This session will provide an in-depth look into the needs and narratives of youth in the juvenile justice system as they receive intensive, individualized school-to-career support services. Participants will learn how Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW), a youth-driven, wraparound process, impacts youth who have been incarcerated and/or on probation, including youth narratives, youth outcomes, and implementation strategies.

JoAnne Malloy, PhD, Kathryn Francoeur, MEd, Institute on Disability at the University of New Hampshire, Concord, NH

CS 1.12: The Masks of Manipulation

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Attendees will learn about the “trashy tricks” of emotional manipulation, including the Trashy Tricks 5-Step Method to Stop Manipulation, which assists in recognition and labelling of the behavior, understanding the motive behind it and how to effectively neutralize it by responding in a healthy, rather than destructive way. Attendees will leave this presentation recharged and equipped to facilitate this unique and engaging intervention with the tools to measure success. Attendees will also be invited to participate in future studies.

*Shelley Hart, PhD, California State University, Chico, CA
Pamela Goldberg, MA, SEL for Prevention, Las Vegas, NV*

CS 1.13: Tools for Schools! Practical Tools for Initiating Student Mental Health and Wellness Initiatives in Schools

Track: Education-Mental Health Integration & Collaboration

The NH Department of Education’s Office of Student Wellness has piloted successful comprehensive student wellness programs in 9 of its school districts. To scale and expand this work, NH has developed a toolkit to guide schools districts in the planning and implementation of activities to meet the comprehensive mental health and wellness needs of all students in collaboration with community partners. Practical tools that can be used to begin planning and creating student mental health & wellness initiatives will be demonstrated.

Bhagirath Khatiwada, MPA, Melissa Lee, MEd, Ellen Desmond, BA, NH Department of Education Office of Student Wellness, Concord, NH

CS 1.14: Using Consultation to Strengthen Social, Emotional, and Behavioral Health Systems and Strategies in School Communities

Track: Education-Mental Health Integration & Collaboration

In response to the growing need to build capacity in schools around social, emotional and behavioral health, Boston Children's Hospital developed a program that provides schools with professional development and targeted consultation. This session will focus on consultation and cover the process for initial assessment and goal setting with the school to address social, emotional and behavioral health systems and strategies. Common topics of consultation, case examples, progress monitoring, lessons learned, and evaluation data will be shared.

Molly Jordan, MSW LICSW, Shella Dennery, PhD MSW LICSW, Boston Children's Hospital, Boston, MA

CS 1.15: What does "Recovery" Entail? Stories from One Dropout Recovery School Context to Improve School Climate

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Today, dropout recovery has not been extensively studied, and very little empirical information exists on strategies to re-engage students who have dropped out of school. This presentation describes and expands upon the successes of the Early College Academy (ECA), a dropout recovery school in Midwest Ohio. Presenters will discuss the practices and processes used to engage in ongoing data collection, coordination of services and supports for youth and their families, and improved access to mental health services and pro-social activities.

*Samantha Bates, PhD, Texas Christian University; Fort Worth, TX
Hanna Musil, BSW, Megan Klang, BA, Early College Academy; Columbus, OH
Dawn Anderson-Butcher, PhD, Ohio State University; Columbus, OH
Jonathan Stevens, MA, Early College Academy, Columbus, OH*

CS 1.16: Wisconsin's Approach to Trauma Sensitive Schools

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Wisconsin is the first state in the nation to develop a comprehensive statewide initiative that aims to infuse universal trauma-informed care practices across an entire state. This session will focus on Wisconsin's Department of Public Instruction's Trauma Sensitive Schools Professional Development System (TSS-PDS). Participants will learn about the free online system, current outcome data, and ideas for implementing within their systems.

Elizabeth Cook, EdS, Katherine McCoy, PhD, Wisconsin Department of Public Instruction, Madison, WI

10:15-10:30 AM Break

Conference Session 2 – 10:30 a.m.- 11:30 a.m.

CS 2.01: ACT To Save a Life: Engaging your School Community in Implementing a Universal, Evidence-Based Suicide Prevention Program

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Addressing suicidal behavior in youth is more relevant than ever for school communities. Presenters will review published research on the complex interplay of risk factors for youth suicide, ways to plan and implement a universal prevention program, and common obstacles encountered in this process. Participants will understand the importance of implementing a universal prevention program and be prepared to engage youth and adults in the school community in speaking openly about depression and suicide.

Meghan Diamon, LCSW, Screening for Mental Health, Wellesley, MA

CS 2.02: BRYT and Bridge Programs: A Growing Movement for School-Based Student Mental Health Support

Track: Mental Health Intervention and Treatment (Tier 3)

Bridge for Resilient Youth in Transition (BRYT), a program model created by the Brookline (MA) Center for Community Mental Health, systematically addresses the needs of students re-entering school after hospitalization or prolonged absences due to mental illness. As of January 2018, 78 Massachusetts schools operate programs modeled on BRYT, with many more in planning. Session focus: the need for BRYT-model programs; how these programs are structured and function; evidence supporting the model; and how BRYT supports schools in developing and continuously improving these programs.

Henry White, MD, Katherine Houle, LICSW, Brookline Center for Community Mental Health, Brookline, MA

CS 2.03: Working Together to Promote Everyday Mental Health at School

Track: Education-Mental Health Integration & Collaboration

Evidence-based mental health promotion programming can reach many students, to great benefit. However, manualized programs can be costly and difficult to implement and maintain. School Mental Health ASSIST and the Elementary Teachers' Federation of Ontario (ETFO) have partnered to develop an everyday mental health resource for educators that offers practical, brief, evidence-informed strategies for reinforcing student social emotional learning. Findings from a pilot of this everyday mental health resource will be described.

Kathy Short PhD, Nancy Baldree, Alexander Frontier, MA, School Mental Health AISTSS, Ontario, Canada

CS 2.04: Community Partnerships: Lessons Learned from a Grant Recipient on the Impact of Community Partnerships for Comprehensive School Mental Health

Track: Education-Mental Health Integration & Collaboration - CANCELED

Alyson Harbor, MS, Avon High School, Avon, IN

CS 2.05: Creating Trauma Sensitive Environments in a Large Urban District

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Orange County Public Schools is working to create Trauma-Sensitive School environments. The goal is to give all educators - teachers, administrators, school personnel, community leaders and parents an opportunity to explore the importance of trauma-informed care in schools and how we can work together to minimize the impact the of trauma.

Anna Williams-Jones, MA, Mary Bridges, MA, Orange County Public Schools, Orlando, FL

CS 2.06: Engaging Families in School-Based Student Mental Health Support: The BRYT Story

Track: Youth & Family Partnerships

The Bridge for Resilient Youth in Transition (BRYT, pronounced 'bright') model offers an example of how schools and families in Massachusetts are working together to collaborate on students' re-entering school after hospitalization or prolonged absences due to mental illness. The session will include an overview of BRYT's Family Engagement work, key learnings identified by Bridge parents so far, and in-depth presentation of the Wellesley Bridge Parent Leadership Team, a parent peer model designed to provide support and resources to families of Bridge program students.

Megan Harding, MSW, Brookline Center for Community Mental Health, Brookline, MA

CS 2.07: Fostering Professional Resilience and Social Emotional Wellness

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

With the continued pressures and ever increasing demands of the workplace, fostering our own resilience and social emotional wellness often takes a back seat. This informative and energizing workshop addresses the importance of professional wellness practices and their direct connections to workplace success. Participants will review their current methods for coping with positive and challenging career stressors and explore six comprehensive areas of wellness that are key to fostering professional resilience.

Mona Johnson, EdD, Washington State OSPI, Olympia, WA; Kristin Schutte, MEd, Olympic ESd 114, Bremerton, WA

CS 2.08: From the Ground Up: Building School-Community Partnerships to Serve Students and Families

Track: Education-Mental Health Integration & Collaboration

As school districts recognize the impact negative childhood experiences have on academic performance, many are collaborating with community agencies to meet the mental health needs of their students. This presentation will describe the evolution of a collaborative from inception to current status, including building relationships, defining the target population, clarifying roles and responsibilities, selecting evidence-based practices, recruiting and training providers to deliver services, and securing financial and human resources to sustain the collaborative.

Debra Anderson Pappas, PhD, Project Harmony, Omaha, NE

Bill Jelkin, MS, Millard Public Schools, Omaha, NE

Tim Hron, MA LIMHP, CRCC, Omaha, NE; Jude Connelly, LCSW, Child Saving Institute, Omaha, NE

CS 2.09: Healthy Mind, Healthy Future: Identifying The Mental Health Needs of Children and Youth in Immigrant Families

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Healthy Mind, Healthy Future, a project of The Children's Partnership and the California Immigrant Policy Center, set out to discover how current exclusionary immigration policies and anti-immigrant rhetoric are affecting the mental health of California's children in immigrant families. This presentation will describe original research findings and programmatic strategies, highlighting those that can be applied in schools to ensure students in immigrant families have the needed mental health resources to stay healthy and thrive.

Adriana Ramos, BA MPH, Aurora Garcia, B.A., The Children's Partnership, Los Angeles, CA

CS 2.10: Implementation of the Youth Risk Behavior Survey Among Freshman Students: Using the Results to Target Prevention Efforts

Track: Education-Mental Health Integration & Collaboration

This presentation will highlight an important collaboration between a school-based health center (SBHC) and a physical education department in an urban high school setting. This particular presentation will focus on a behavioral health project, highlighting the descriptive statistics, correlations between known factors that contribute to violence, and prevention programs and interventions that have been developed as a result of the data collected. The project resulted in 90 percent of the freshman class completing the Youth Risk Behavior Survey.

Adriane Van Zwoil, MJ MSW, Loyola University Chicago, Maywood, IL

CS 2.11: Increasing Mental Health Supports through Community Partnerships
Track: School Climate, Social Emotional Learning, and Mental Health Promotion -
CANCELED

Vicki Schweinler, MS, Allison Harder, EdS, Emporia Public Schools, Emporia, KS

CS 2.12: Riding the Wave from Insights to Implementation: Key Leadership Strategies to Build a Sustainable School-Based Social Emotional Learning

Track: Implementation Science and Practice

This conference session focuses on the key leadership strategies for the design, implementation, and sustainability of comprehensive social emotional support systems at the K-12 levels.

Through the use of a case example, the presentation will provide attendees with the knowledge and ability to apply: data-informed insights to develop program priorities at the student, site, and district wide levels; a process for inclusive stakeholder input to build implementation support; and utilize a model social emotional support implementation plan.

Michael Keller, EdD, Jason Vilorio, EdD, Laguna Beach Unified School District, Laguna Beach, CA

CS 2.13: The Massachusetts School Mental Health Consortium (MASMHC): Advancing Wide-Scale Adoption of School Mental Health

Track: Advocacy & Policy

Presenters will provide an overview of the steps taken to form the Massachusetts School Mental Health Consortium (MASMHC), an organization of Massachusetts districts supported by local, state, national, and federal partners. The purpose and intent of the MASMHC is to improve the mental health services and have supports available to all students. Practical strategies for organizing and sustaining the consortium will be offered as well as a discussion about how wide-scale adoption of school mental health (SMH) was fostered through the formation of the MASMHC.

John Crocker, MEd School Counseling, Methuen Public Schools, Methuen, MA

CS 2.14: The Power of Peers: Peer-Driven Depression Awareness Resources for Middle & High School Communities

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Erika's Lighthouse provides schools and communities with comprehensive and unique peer-driven programs that educate students about teen depression and empower them to take action, raising awareness, reducing stigma and encouraging help-seeking behavior. This session will describe how our resources can have a positive impact on students and a school's mental health culture.

Peggy Kubert, MA, Erika's Lighthouse: A Beacon of Hope for Adolescent Depression, Winnetka, IL

CS 2.15: The Role of Physical Activity and Peer Mentoring in Promoting Physical, Social and Emotional Health

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

The research was conducted by the Carnegie Centre of Excellence for Mental Health in Schools at Leeds Beckett University in the United Kingdom. The presentation will share the outcomes of two studies, which explored the relationship between physical activity and young people's physical, social and emotional health. The first study explored the role of physical activity and peer mentoring in enhancing the physical, social and emotional well-being of adolescents. The second study explored the role of physical activity as a vehicle for educating.

Jonathan Glazzard, EdD, Leeds Beckett University, Leeds, West Yorkshire, Leeds, England

CS 2.16: Three Lane Highway: Aligning Academic, Behavior, and Mental Wellness Drivers to Guide an MTSS Framework

Track: Implementation Science and Practice

Virginia Tiered Systems of Supports (VTSS) is an initiative that aligns three domains (academic, behavior and mental wellness) through the use of implementation drivers. This presentation will share the assets and challenges of the initiative's academic structure, data monitoring processes, selection tool, and implementation matrix. Meaningful district and school progress, including increased access to mental health supports, trends in standardized testing results and behavioral outcomes, and changes in school accreditation will be highlighted.

Corinne Wilson, PhD, Old Dominion University, Chesapeake, VA

Sophia Farmer, MT, Virginia Tiered Systems of Support, Roanoke, VA

Steve Tonelson, EdD, Amanda Working, PhD, Old Dominion University, Roanoke, VA

11:30-11:45 AM Break

Lunch - Pick up your boxed lunch and attend one of the topical group sessions

Lunch Learning Sessions – 11:45 a.m.- 12:45 p.m.

Open to all attendees

These sessions will offer the opportunity for participants to learn more about and to participate in discussions related to the current issues critical to the field's advancement. Updates and significant information will be share at the local, state, and national level.

1. Juvenile Justice and Dropout Prevention: How Do Trauma-Informed Schools Fit In?
Facilitator(s): JoAnne Malloy, PhD & Kathryn Francouer MEd, Institute on Disability at the University of New Hampshire

2. Cultural Responsiveness and Equity
Facilitator(s): Dana Cunningham, PhD, PhD, Center for School Mental Health; University of Maryland School of Medicine
3. Education-Mental Health Integration and Collaboration: Building Collaborative Partnerships
*Facilitator(s): Judie Shine, MSW MS LCSW ACSSW, The American Council for School Social Work
Maria Hydon, MSW LCSW PPSC, University of Southern California*
4. School Mental Health Policy
Facilitator(s): Libby Nealis, MSSW, School Social Work Association of America
5. Psychiatry and Schools
Facilitator(s): William Dikel, MD, Independent Consulting Child and Adolescent Psychiatrist
6. The School Health Assessment and Performance Evaluation (SHAPE) System: What is it and how can it be improved?
Facilitator(s): Jill Bohnenkamp, PhD, Center for School Mental Health; University of Maryland School of Medicine
7. Strategies to Implement and Sustain Best Practices in Schools: Updates from the Research Summit
Facilitator(s): Julie Owens, PhD, Ohio University
8. Trauma and Schools
Facilitator(s): Pamela Vona, MA, Treatment and Services Adaptation Center for Resiliency, Hope, and Wellness in Schools
9. Positive Behavioral Interventions and Supports (PBIS)
Facilitator(s): Susan Barret & Kelly Perales
10. International Work in School Mental Health
Facilitator(s): Mark Weist, PhD, University of South Carolina & Kathy Short, PhD, School Mental Health ASSIST
11. Youth and Family Partnerships in Mental Health
Facilitator(s): Claudette Fette, PhD, Texas Woman's University
12. NCSMH National Quality Initiative CoIIN and State Coalition Meeting (invited)
Facilitator(s): Elizabeth Connors, PhD, Center for School Mental Health; University of Maryland School of Medicine

13. School Mental Health and Nevada: Successes and Challenges
Facilitator(s): Patricia Sanborn, Nevada Department of Education
14. Practical Tools and Strategies for Promoting Safe and Supportive Schools
(American Institutes for Research -AIR)
Facilitator(s): Sandra Williamson, AIR
15. Rural School Mental Health Networking and Resource Sharing
Facilitator(s): Kurt Michael, PhD, Appalachian State University
16. Universal Screening for Behavioral and Mental Health
Facilitator(s): John Crocker, MEd, Director of Guidance, PK-12

12:45-1:00 PM Break

Conference Session 3 – 1:00 p.m.- 2:00 p.m.

CS 3.01: Adapting Modular Cognitive Behavior Therapy to a Group Format for At-Risk High School Students with Anxiety Problems

Track: Prevention and Early Intervention (Tier 2)

Challenges persist in the identification, conceptualization, development, and implementation of evidence-based services in a school's multi-tiered support system. Through a university-school collaboration, an evidence-based group about prevention early intervention for anxious high-school adolescents marries concepts and components from modular treatment and assessment paradigms. As the focus shifts to implementation, efforts are sought to address and balance pragmatics and theoretical barriers and facilitators.

Jaime Chang, PhD, Spencer Choy, BA, Matthew Milette-Winfrey, PhD, Brad Nakamura, PhD, University of Hawai'i at Mānoa, Honolulu, HI

CS 3.02: Advancing a Citywide School Mental Health Initiative: Lessons from a University-Facilitated Public-Private Partnership

Track: Advocacy & Policy

Local leaders often find it difficult to align priorities and practices across sectors within complex public systems. This session uses a case approach to demonstrate a university-facilitated public-private partnership to bring leaders including practitioners, policymakers, and researchers to create a system response for a coordinated school-based mental health strategy. In addition, this session will highlight funding, capacity-building, and policy solutions that can emerge from cross-sector facilitated discussions.

Nisha Sachdev, DrPh PsyD, Noel Bravo, MA, Bainum Family Foundation, Bethesda, MD; Olga Price, PhD, Center for Health and Health Care in Schools GWU, Washington, DC

CS 3.03: Attention-Deficit Hyperactivity Disorder: Research Informed Treatment In a Multi-tiered System of Mental Health Support

Track: Mental Health Intervention and Treatment (Tier 3)

Up-to-date knowledge is crucial for school and community-based mental health providers to successfully address ADHD and prevent underachievement, drop-out, risk-taking behavior or comorbid mental health concerns. This presentation incorporates research-based practice to provide an overview of impairment and discussion of evidence-based, complementary, and integrative approaches for ADHD within relevant contexts such as Multi-tiered System of Support (MTSS) and educational law. Methods for collaboration among service providers will also be discussed and questions answered.

Katy Tresco, PhD, Bettina Bernstein, DO, Philadelphia College of Osteopathic Medicine, Philadelphia, PA

CS 3.04: Betting on the Emotional Health of Our Students

Track: Mental Health Intervention and Treatment (Tier 3)

How do we know if an intervention is working, if it just needs more time and energy, or if we need to scrap it altogether and try something new? One school community in Upper East TN is seeking to answer these questions using a collaborative team approach that involves using student-level data to make informed decisions regarding the interventions implemented. As part of this discussion, the team reviews and consults on interventions that one of the stakeholders can implement from a list of available interventions within the school and broader community. Attempted interventions are tracked, progress (or lack thereof) is reviewed weekly, and the data is being analyzed to see what works and what does not. In other words, are we keeping “butts in seats” so students have the opportunity to learn? Using attendance, in-school suspension/ out of school suspension (ISS/OSS), and benchmarks as indicators of success, this presentation will describe how the “treatment team” strategizes, how interventions are individualized to meet needs, how data is tracked, and how this evidence and feedback is maximized and informs future decisions. Attendees are encouraged to ask questions and share what has worked in their settings.

*Rebecca Sapp, PhD, Jeremy Page, MSW, Frontier Health Milligan College, Milligan College, TN
James Jacobs, EdS, Johnson City Schools, Johnson City, TN*

CS 3.05: Finding the Bridge: A Collaboration between County Government and Education

Track: Education-Mental Health Integration & Collaboration

This presentation focuses on the collaborative efforts between Allegheny County Department of Human services and Allegheny Intermediate Unit #3, a regional educational agency that supports special education programs. This collaborative process brings together representatives from both systems when there is inadequate special education planning. Both systems and the family are

charged with working out strategies to understand the students' goals and action steps needed to achieve those goals utilizing evidence-based tools and best practices.

*Ruth Ann Koss, MEd, Suzanne Hull, BS, Emily Born, MS Allegheny County Dept. of Human Services, Office of Behavioral Health, Pittsburgh, PA
Leanna Lawson, MEd, Allegheny Intermediate Unit #3, Homestead, PA*

CS 3.06: From Start to Finish: Supporting a Holistic School Mental Health Program as a Community Partner

Track: Implementation Science and Practice

Partnering with school initiatives related to mental health services as a community partner can significantly enhance efforts to positively impact lives. However, understanding how to do this efficiently and in a supporting role can be difficult! In this workshop, participants will develop strategies to understand a school's need, where and how to target collaborative efforts, and how to develop a leadership team committed to the mission of supporting all students' mental health.

Jessica Crume, MSW, Lisa Willis-Gidley, BGS, Tiffany Greiner, BS, Four County Counseling Center, Logansport, IN

CS 3.07: Implementation of CLAS Standards in Education-New Hampshire Experience

Track: Cultural Responsiveness & Equity

This workshop will be for K-12 school leadership and administrators who are looking for creating intergenerationally-celebrated, welcoming, inclusive and culturally competent classrooms. Implementation of national Culturally and Linguistically Appropriate Services (CLAS) Standards helps schools to meet the needs of all students ensuring every student's success. Implementation of CLAS Standards in Education is all about ensuring that systems, supports, and policies are aligned with national CLAS Standards. Understanding and practically implementing CLAS Standards in the education sector can guide schools and their respective leadership to compliance with the federal civil rights laws, to address the growing diversity, to improve proficiency disparities scores of students, and create a culture of inclusion. In this session, participants will learn how NH-DOE is supporting educational communities across NH to implement CLAS Standards in education while creating a culture of inclusion in their school community. Practical tools and strategies to begin the planning and implementation of CLAS Standards will be explored and demonstrated. Live examples from NH School districts will be shared.

Bhagirath Khatiwada, MPA, NH Department of Education-Office of Student Wellness; Jennifer Noyes, MA, SAU 7 Office of School Wellness, Concord, NH

CS 3.08: Integrating a Tiered Mental Health Framework with Universal Screening in an Urban School District

Track: Prevention and Early Intervention (Tier 2)

This presentation will provide an overview of a two-year project integrating universal screening and sequential group interventions within an existing School-wide Positive Behavioral Interventions and Supports (SWPBIS) framework in an urban school. Presenters will discuss essential components of teacher training in mental health risk, universal screening procedures, enhanced Tier 1 classroom management interventions, and effective selection of Tier 2 supports. Barriers and facilitators of scaling and sustainability across the district will be examined.

Nathaniel von der Embse, PhD, University of South Florida, Tampa, FL; Laura Rutherford, PhD, Devereux Center for Effective Schools, King of Prussia, PA

CS 3.09: Go Slow to Go Fast: Training and Coaching for Tier 3

Track: Implementation Science and Practice

Developing effective coaching is essential for implementation effectiveness, reaching fidelity, and building sustainability. This session will focus on training, coaching models and tools to support implementation of research-based Tier 3 interventions. The presentation will include how the coaches use those data to improve the fidelity of implementation. Participants will have an opportunity to work with some of the tools and how to use the concepts in their own context.

Kathryn Francoeur, MEd, JoAnne Malloy, PhD, Institute on Disability at the University of New Hampshire, Durham, NH

CS 3.10: Roadmap for Creating Zero Suicide Schools

Track: Education-Mental Health Integration & Collaboration

This interactive session will provide a roadmap for mobilizing a broad coalition to create Zero Suicide Schools that address disparities, combat stigma, prevent suicides, secure new funding, promote early intervention, develop integrated mental health treatment and create a school culture of mental well-being. Attendees will learn how to develop a community movement that includes schools, youth, elected officials, public safety, non-profits, youth sports, mental health providers, business leaders and families impacted by mental illness and suicide.

*Brooke Lawson, LCSW, Hamilton Southeastern Schools, Indianapolis, IN
Suzanne Clifford, BS MBA, Inspiring Transformations, Indianapolis, IN
Steve Orusa, BA, Scott Fadness, MA Public Affairs, Ashley Elrod, BS, City of Fishers, IN*

CS 3.11: Seamless Pathway to Care through School Mental Health Literacy and Go-To Educator Early Identification Approaches

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

The presenters will demonstrate how school-based mental health literacy and early identification approaches embedded in the school-based pathway to care model have made substantial improvements on the understanding of mental health and mental disorders, decreased stigma,

enhanced help-seeking efficacy, and improved the quality of referral among students and educators alike in secondary schools in Canada and other countries.

Yifeng Wei, PhD, Stan Kutcher, MD, Andrew Baxter, MSW Dalhousie University and the IWK Health Centre, Alberta, Canada

CS 3.12: Staying in School (based): Increasing Retention for School-Based Therapists

Track: Financing & Sustainability

This presentation will focus on how agencies can decrease the therapist turnover rate for school-based clinicians, and present innovative ideas on how to support school-based clinicians in the field to increase their longevity in their position for the schools served.

Katie Neal, LCSW, Erica Boughfman, PhD LPC, Ozark Guidance, Fayetteville, AR

CS 3.13: Teaching Social-Emotional Competencies within a Comprehensive PBIS Framework

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Districts and schools are often charged with implementing multiple initiatives, especially when addressing social, emotional, mental, and behavioral health and wellness of students. This session will provide guidance on aligning and integrating wellness initiatives and Positive Behavioral Interventions and Supports (PBIS). Examples will be shared including recommendations, strategies and lessons learned at the district and building level.

Susan Barrett, MA, Mid-Atlantic PBIS Network, Santa Rosa, CA; Kelly Perales, MSW, Midwest PBIS Network, Hummels, PA

CS 3.14: The Colorado Marijuana Use Prevention Resource Bank

Track: Financing & Sustainability

Through this session, attendees will learn about the Jack Splitt Memorial Marijuana Resource Bank and how it can help bring resources to their schools. The resource bank provides tools to educators, school health professionals, and any other interested party to reduce youth marijuana use, while also providing tools to affect this outcome through indirect methods like Youth Mental Health First Aid and access to Trauma-Informed Consultants. The session will briefly cover the purpose and process of creating the resource bank and how it can apply to broader Multi-tiered System of Supports (MTSS) infrastructure.

Phyllis Reed, MEd MA Physical Education, Omar Estrada, BA BSBA, Colorado Department of Education, Denver, CO

CS 3.15: Using School Climate Survey Data to Promote Mental Health

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

This presentation focuses on how schools can use the ED School Climate Surveys (EDSCLS) to collect mental health data. The presentation includes an overview of what school climate data can tell schools about mental health issues; how EDSCLS, which is a free set of surveys and a web-based platform developed by the U.S. Dept. of Education and American Institutes for Research, can be used to collect such data; mental health topics covered in the survey; examples of results; and discussion of the mental health-related questions that EDSCLS can answer.

Frank Rider, MA, American Institutes for Research, Raleigh, NC

CS 3.16: Vision (checked), Hearing (checked), Well-being (checked?): Monitoring Students' Complete Mental Health

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

A description of universal complete mental health screening and empirically supported implementation suggestions are outlined. Practitioners are provided with concrete steps to conduct universal complete mental health screening. Key steps include: (a) identifying the objectives and participants of interest, (b) selecting screening instruments for implementation, (c) obtaining consent from parents or guardians, (d) administering the screener, and (e) following up with students, family, and staff after the screening has been carried out.

Erin Dowdy, PhD, Michael Furlong, PhD, Rhea Wagle, BA, Kathryn Moffa, MA, University of California Santa Barbara, Santa Barbara, CA

2:00- 2:15 PM Break

Conference Session 4 – 2:15 p.m.- 3:15 p.m.

CS 4.01: Assessing Needs and Resources to Implement DBT Skills to Address Internalizing Symptoms and Suicide Risk in Secondary Schools

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Dialectical Behavior Therapy Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A) was designed as a Tier 1 program for secondary schools. The presenters will describe how they conducted a multi-method targeted needs assessment to determine the feasibility of delivering this program in a high school to address symptoms of anxiety and depression, and prevent suicide. The presenters will share data regarding the level of engagement from school faculty, highlight preliminary outcomes of the needs assessment, and describe planned next steps.

Allison Zoromski, PhD, Cincinnati Children's Hospital Medical Center, Cincinnati, OH Elizabeth Milkovich, MD, Janelle R. Noel-MacDonnell, PhD, Children's Mercy, Kansas City, MO

CS 4.02: Behavioral Health Team Collaborative Case Studies: 3 District Dissemination Models

Track: Implementation Science and Practice

This presentation will describe the implementation of the Behavioral Health Team (BHT) model across 3 school districts. The BHT model is a multidisciplinary approach to identifying students for more intensive support by data-informed decision-making in a Multi-tiered System of Support (MTSS) framework. While the model is unchanged across the 3 diverse school districts, the district differences impact the process of implementation, level of training needed, and the depth of resources. District readiness and approaches to collaboration will be explored.

Tara Gill, PhD, Colleen Cicchetti, PhD, Carmen Holley, LCSW, Ann & Robert H. Lurie Children's Hospital, Center for Childhood Resilience; Kansas City, MO

Mashana Smith, PhD, Chicago Public Schools, Office of Social and Emotional Learning, Chicago, IL

Nia Abdullah, EdD, Proviso West High School, Hillside, IL

Iman Ellis Bowen, Masters, Joliet Township School District #204, Joliet, IL

CS 4.03: Creating Safe Spaces: Using the Free Let's Talk Curriculum to Build Life Skills & Resilience with Youth

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Let's Talk is a free, evidence-based program that combats a variety of issues by building life skills and resilience in youth and can be a valuable resource for those working directly with youth, as well as administrators looking for program development activities. During this session, participants will explore the 14 module topics, participate in several of the youth approved activities, and discuss implementation options. Participants will walk away with a comprehensive resource for prevention and intervention services for the youth.

Gordon Vance, MSW, Rachel Reynolds, MPH, National Runaway Safeline, Chicago, IL

CS 4.04: Data Shouldn't Be a Four Letter Word: Building Capacity to Use Data in the Context of Tier 2 Interventions

Track: Prevention and Early Intervention (Tier 2)

While schools utilizing Multi-tiered System of Support (MTSS) or Positive Behavioral Intervention and Supports (PBIS) are expected to make data driven decisions, there are many barriers that inhibit this process. As a result, the use of data is often perceived as a headache and major hassle among teachers, specialists, and administrators—but it doesn't have to be! In the presentation, presenters will highlight a study where we helped a school create a system to more feasibly collect data, improve their data management process, and increase the use of data during behavior team meetings.

Joseph Wehby, PhD, Alyssa Van Camp, MEd, Bailey Copeland, MEd, Sage Pickren, BS, Vanderbilt University, Nashville, TN

CS 4.05: Entrance and Exit Criteria for School Mental Health Services: What We Need to Talk About

Track: Prevention and Early Intervention (Tier 2)

Most School Mental Health Programs/Practitioners (SMHPs) have a good idea of what they think constitutes a good referral for their services. However, few SMHPs report having predictable and consistent ways to ensure that schools utilize their services and expertise in the most effective way possible. This presentation uses a recent experience working with the 400+ school social workers (SSW) in Ontario, Canada to develop entrance and exit criteria for SSW services to offer an innovative assessment and entrance-exit criteria model for all SMHPs to consider using in their schools.

Michael Kelly, PhD, Loyola University Chicago School of Social Work, Oak Park, IL

CS 4.06: Families and Schools Together (FAST) in Rural Nebraska

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Western Community Health Resources, a non-profit organization in rural Nebraska, is focused on a prevention program for families with young children. Families and Schools Together (FAST) is an evidence-based early prevention program being utilized to connect families with mental health, community agencies, educators, and more. Families and children who complete FAST have self-reported improvements in prevention of substance abuse, juvenile delinquency, school failures, child abuse and neglect, mental health problems, and violence prevention.

Chelsea Ballard, MSOM, Western Community Health Resources, Chadron, NE

CS 4.07: From Paper to Practice: Actualizing a Vision for Regional Integration of School & Community Student Behavioral Health

Track: Education-Mental Health Integration & Collaboration

Changing a system is HARD—especially one that has been stigmatized, neglected and underfunded like school behavioral health. Wouldn't it be great if there was one entity in every region leading the effort through collaboration, education, advocacy and policy? The Center for School Behavioral Health at Mental Health America of Greater Houston does just that, and has five years of lessons learned to help any region replicate its design. Come learn the “why” and “how” and hear how the Center impacted change in one Houston-area school district.

Janet Pozmantier, MS LPC LMFT RPT, Betsy Blanks, BA, Mental Health America of Greater Houston, Houston, TX

Linda Rodriguez, EdD, Pasadena Independent School District, Pasadena, TX

CS 4.08: Implementation of Telehealth in School Based Clinics**Track: Mental Health Intervention and Treatment (Tier 3)**

School-based mental health clinics can deliver a child-centered, community-based approach to providing therapy to children and their families. Telehealth is an effective tool to increase availability of providers to patients, improve involvement of families in treatment planning, and minimize expenses associated with travel. We present a model for implementing telehealth in a large, school-based mental health program.

Charity Ingersoll, MSW, Sloane Sparks, PMHNP BC, Vanderbilt University Medical Center, Nashville, TN

CS 4.09: Integrating SEL Instruction and Restorative Justice to Support Student Development of SEL Competencies**Track: School Climate, Social Emotional Learning, and Mental Health Promotion**

Restricting Social and Emotional Learning (SEL) instruction to a separate designated curriculum and amount of time may fail to capitalize on the vast number of organic opportunities for social-emotional learning and the natural application of SEL skills. When SEL instruction is part of a comprehensive Multi-tiered System of Support (MTSS) framework that includes Restorative Justice, explicit SEL curriculum, and SEL instruction embedded within core academic curricula, however, there are ongoing authentic opportunities for effective and meaningful pre-teaching, re-teaching and application of SEL competencies.

Anthony Swentosky, PhD, Teton County School District #1, Jackson, Wyoming

CS 4.10: Promoting Mental Health and Preventing Youth Violence Using the Safe Schools Healthy Students Framework Implementation Toolkit**Track: Education-Mental Health Integration & Collaboration**

Using lessons learned from the Safe Schools/Healthy Students (SSHS) initiative over the past two decades, this presentation will walk participants through the SSHS Framework Implementation Toolkit that can be adapted in schools and communities to develop comprehensive mental health and youth violence prevention programs. Resources such as modules in school mental health, evidence-based programs, and social marketing will be shared as well as practical examples on how these can be used to help students achieve success.

Kelly Wells, MPA, SC; Mary Thorngren, MS CHES, American Institutes for Research, Washington, DC

CS 4.11: Recess Routines for All: Promoting Mental and Physical Health and Building a Positive Climate Conducive for Learning

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Presenters will discuss the evidence base in support of recess as a healthy school routine and strategies to promote inclusive recess for all children across a Multi-tiered System of Support. Case studies illustration and specific resources will be shared to enable participants to apply strategies.

Cynthia Lau, PhD, Touro University Nevada, Henderson, NV

Sandra Schefkind, OTD, AOTA, Bethesda, MD; Claudette Fette, PhD, Texas Woman's University, Denton, TX

Anthea Mourselas, MS, Clark County School District, Las Vegas, NV

CS 4.12: Saving Lives & Giving Hope – Collaborative Suicide Prevention Efforts

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

This presentation will focus on a collaborative suicide prevention campaign that was rolled out and implemented by advocates, survivors, school districts, law enforcement agencies, and healthcare providers. The presenters will discuss key components of the campaign including how to build up necessary relationships for a community-wide approach, cover prevention messaging and information that we use in presentations, provide promotional materials, and have a suicide survivor speak about losing her son, and how she uses their story to help others.

Julia Hebenstreit, JD, The Kim Foundation, Omaha, NE

Mindy Eggert, Metro Area LOSS Team, Council Bluffs, IA

CS 4.13: School-Based Mindfulness and Yoga with Young Adolescents as an Enhanced Health and Physical Education Curriculum

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Universal prevention programs promoting protective factors are needed to enable adolescents to develop skills to effectively manage stress and learn to regulate their emotions and behavior. Presenters will describe the fidelity, acceptability, and efficacy of a stress education, mindfulness, and yoga-enhanced health and PE curriculum compared to an alternative health and PE curriculum that includes stress psychoeducation, coping skills, and yoga on the emotional self-regulation and psychological health of students.

Leigh Patterson, MA, Jeannie Golden, PhD, East Carolina University, Greenville, NC

CS 4.14: Striving Toward Academics, Respect, Responsibility and Safety (STARRS) Model Program for Schools

Track: Education-Mental Health Integration & Collaboration

The Striving Toward Academics, Respect, Responsibility, and Safety (STARRS) program model is an innovative Kindergarten - Grade 3 program for students with Intense Management and Mental Health Needs and are identified as students with disabilities; unique program features address the educational and social-emotional needs of students. In this conference session, Boards of Cooperative Educational Services (BOCES) educators and primary 19 community-based partners will describe how the program was established to serve 9 school districts with limited funds, the profile of the students served, as well as highlight how the unique partnership has fostered the environment to overcome the many programmatic challenges and reach higher levels of student outcomes than were anticipated in 18 months, and discuss the year two adjustments in services and design made in the program.

*Patricia Vacca, MS, James Weaver, MS, Amanda Hopkins, Madison-Oneida Board of Cooperative Educational Services, Verona, NY
Steve Bulger, Jeremy Butler, Kids Oneida, Inc., Utica, NY*

CS 4.15: The Whole Is Greater Than Any of Its Parts: Increasing Sustainability Through Multi-Agency Partnerships for Behavioral Health

Track: Financing & Sustainability

Baltimore City Schools' Expanded School Behavioral Health (ESBH) Initiative is a behavioral health intervention partnership between Baltimore City Schools (City Schools), Behavioral Health System Baltimore, Inc. (BHSB) and community mental health substance abuse providers designed to provide a continuum of care across organizations. The program is in its 31st year and is continually evolving to present the most advanced integrated services to address the behavioral health needs of students in this urban schools setting.

Louise Fink, PhD, Baltimore City Schools; Heather Dewey, MSW, Denise Wheatley-Rowe, MSW, Behavioral Health System Baltimore, Baltimore, MD

CS 4.16: Youth and Families as Effective Partners in MTSS Implementation

Track: Youth & Family Partnerships

Participants will discuss approaches that offer young people and families opportunities to co-construct the framework of their school culture and student supports and to engage as equal partners in the decision-making process. The presenters will use Hart's Ladder to examine youth-adult partnerships in the context of multi-tiered systems of support for student behavior, mental health and wellness and will offer opportunities to apply this to family partnerships. The session will also cover policy considerations and implications of student and family voice.

*Jenny Betz, MA, Christina Pate, PhD, WestEd, Los Alamitos, CA;
Mark Weist, PhD, University of South Carolina, Columbia, SC*

3:15- 3:30 PM Break

Conference Session 5 – 3:30 p.m.- 4:30 p.m.

**CS 5.01: Addressing the Opportunity Gap through Educating the Whole Child:
Implementing RENEW in Milwaukee’s Public Schools**

Track: Mental Health Intervention and Treatment (Tier 3)

This session will focus on the Rehabilitation, Empowerment, Natural supports, Education and Work (RENEW) model, and how Milwaukee Public Schools (MPS) created systems and processes for RENEW implementation by working with the University of New Hampshire. This hands-on session will outline the implementation system and tools developed by the MPS including training and coaching, fidelity and implementation data, and application of improvement cycles to build and sustain engagement. The session will also include data on RENEW participants and student outcomes, and a description of lessons learned and next steps.

*Jon Jagemann, MA, Jane Audette, MA, Shashina Robinson, MA Milwaukee Public Schools, WI
JoAnne Malloy, PhD, University of New Hampshire, Concord, NH*

**CS 5.02: Behavioral Health Integration: A Model of Co-location between Community
Mental Health Centers and School Systems**

Track: Education-Mental Health Integration & Collaboration

This session will identify how community mental health centers and school personnel can successfully build a co-location partnership to provide behavioral and emotional health support to students and families. The presenters will share a successful school-based collaborative model that has supported mental health initiatives in over 100 schools in both urban and rural settings. Presenters will also share the supportive infrastructure and fiscal considerations needed to sustain integrated and collaborative partnerships.

*Michelle Freeman, MS, Stephanie Whiteside, MS, Cummins Behavioral Health Systems, Inc.,
Indianapolis, IN*

**CS 5.03: Break Free from Depression – A Universal High School Prevention Curriculum –
Study Results and Lessons Learned**

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

In this conference session, participants will be introduced to Break Free from Depression, a four session classroom-based universal high school prevention curriculum developed to raise awareness around adolescent depression. Participants will be given the opportunity to deepen their understanding of how to implement a mental health prevention program in a school and/or

community. Participants will receive information on lessons learned over ten years of refining the curriculum to launching the online training. They will be given study results.

Karen Capraro, EdM MSW, Shella Dennery, PhD, Amy Kaye, PhD BCHNP, Boston's Children Hospital, Boston, MA

CS 5.04: Building State Capacity to Support Behavioral Health Services in Schools

Track: Advocacy & Policy - Canceled

Rosemary Reilly-Chammat, EdD, Rhode Island Department of Elementary and Secondary Education, Providence, RI

Chantele Rotolo, MSW, Rhode Island Executive Office of Health and Human Services, Cranston, RI

CS 5.05: Creating a Trauma-Informed School District

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Changing the culture of a school district is a process that requires the commitment of the staff and leaders. In the busy world of education, educators are often pulled in many directions, responding to ever-changing policies and laws that are sometimes conflicting or fragmented. Rarely are schools given the time and support to engage in the dynamic process of culture change needed to become a trauma-sensitive school. Awareness is the critical first step in creating a trauma-sensitive district.

Kevin Mills, MS, Bellevue Public Schools, Bellevue, NE

Barb Jessing, MS, LIMHP, LMFT, Jessica Kroeker, MS, Project Harmony, Omaha, NE

CS 5.06: Developing a Quantitative Assessment Tool for Policies Supporting the Whole School, Whole Child, Whole Community Model

Track: Education-Mental Health Integration & Collaboration

The Whole School, Whole Child, Whole Community (WSCC) model promotes coordination of wellness policies and practices to create positive effects on student outcomes. However, most available evaluation tools focus on only one component of school policies such as health education or mental health services. To study the effect of policies that reflect the integration of WSCC component as a whole, new tools are needed. The aim of the current presentation is to explain the process of updating the Wellness School Assessment Tool (WellSAT) to evaluate all domains of the WSCC model.

Taylor Koriakin, MA, Sandra Chafouleas, PhD, Marlene Schwartz, PhD, University of Connecticut, Hartford, CT

CS 5.07: Developing a School Behavioral Health Program in a Rural Community**Track: Education-Mental Health Integration & Collaboration**

Two schools in rural, northern New Hampshire will share their stories in developing school behavioral health programs. What worked and what didn't work will be shared through stories and anecdotes. Strategies for working with community mental health centers as well as other community organizations in order to establish a well-developed, sustainable program will be shared. The use of Collaborative Improvement and Innovation Networks (CoIIN), Plan-Do-Study-Act (PDSA) cycles, and implementation science in program development will be stressed.

Jennifer Noyes, MA, SAU 7 Office of School Wellness, Colebrook, NH

CS 5.08: Developing Positive Behavioral Programming for Students on the Autism Spectrum**Track: Mental Health Intervention and Treatment (Tier 3)**

This presentation will present an approach to assessing problematic behaviors for students on the autism spectrum who also receive a mental health diagnosis. A whole child approach will be described, and programming suggestions to facilitate success by building on student's strengths and teaching alternative skills will be described. Individual and family supports and the potential role of community resources via Systems of Care is highlighted. Real world experiences will provide practical examples.

Cathy Pratt, PhD BCBAD, Indiana Resource Center for Autism, Bloomington, IN

CS 5.09: Using Social Media to Assess Mental Health**Track: Mental Health Intervention and Treatment (Tier 3)**

Social Networking Sites (SNS) are used to gather, share, and create content. Because of this, they have the capacity to be a valuable tool to inform practice. However, the field of mental health has yet to utilize this data for inform practice. The content presented will help attendees understand to what capacity observation of SNS can help to assess mental health and possibly implement treatment.

Courtney McLaughlin, PhD, Indiana University of PA, Indiana, PA

CS 5.10: New Britain Transitional Center – A Model School for Success with the SED Student – We're a Small School Making a BIG Difference**Track: Education-Mental Health Integration & Collaboration**

New Britain Transitional Center is a K-12 highly restrictive special education program for students with significant social-emotional-behavioral difficulties. The purpose of this presentation is to demonstrate how the policies of the school district, the practices implemented within this specialized school, and collaborative engagement between educators, mental health providers, and families have resulted in a notable improvement in the stability of our students.

*Iwona Horelik, PsyD, Susan Girolomoni, MA, Consolidated School District of New Britain, CT
Amy Perhamus, MEd, Father Flanagan's Boys Home, Boys Town, NE*

CS 5.11: Project HI AWARE: Expanding Tier 2 Interventions to Match the Need of the Student

Track: Prevention and Early Intervention (Tier 2)

Implementing Tier 2 Interventions may be challenging for school personnel who want to offer an array of Tier 2 supports beyond Check-In Check Out. This presentation will present seven (7) of the best practice Tier 2 interventions to meet an array of student needs in a school setting. Participants will be able to use scenarios, learn triage techniques that match the intervention to the need, and how to support fidelity implementation and outcome monitoring for teams to make data driven decisions for student needs.

Kelly Stern, MA, Hawaii Department of Education, Kapolei, HI

Ann Mahi, MEd, Jason Roberts, MS, Hawaii Department of Education, Honolulu, HI

CS 5.12: Ready, Set, Integrate: Is Your Team Ready to Integrate Mental Wellness into Your PBIS Framework?

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

This interactive session will focus on strategies for ensuring readiness of leadership teams to facilitate the integration of school-based mental health supports into a positive behavioral interventions and supports framework. Specific readiness strategies for establishing effective teams, securing buy-in of key stakeholders and developing a coaching and professional development plan will be reviewed including case examples from implementing districts.

Catherine Raulerson, EdS, Karen Cox, MA, Natalie Romer, PhD, F.L.A.W.A.R.E., Tampa, FL

CS 5.13: Taking MTSS to Heart: Start With The WHY

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Before student behavior can change, adult behavior needs to change first. From No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA), how do we shift from the demands of rigid academic performance outcomes to taking on a whole child perspective? How do we make room for this perceptual change? How do we start with the WHY? In this session participants will receive strategies to begin working in schools and with school staff on improving the climate and culture of their classrooms and campuses by beginning at the heart of the matter.

Anne Nunnari, MS, Gregg Iha, BA, Hawaii Department of Education, Honolulu, HI

CS 5.14: Teacher Well-Being: From Research to Practice

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

This presentation will briefly describe the current findings on teacher stress and burnout among teachers, the factors accelerating teacher burnout, and those variables that improve teacher success and retention. The Georgetown Teacher Well-being Course will be described. This course was implemented in 2017-2018 with 74 early career teachers (pre-K – 12th grade) in the Washington DC area. The 10-hour course equipped teachers with skills to help them manage

their own stress, function more effectively with their colleagues, and to expand classroom practices that promote well-being. The 10 sessions addressed emotional, physical, occupational, social, and intellectual well-being domains. Each 1-hour session included (a) assessment of one's current skills in that well-being domain, (b) provided specific skills to enhance functioning based on one's profile, and (c) provided additional practice activities. A workbook has been developed for each teacher to review these well-being skills throughout the year, as individual stressors and needs change. Applications of the well-being skills to the classroom setting are also provided to equip teachers with well-being practices useful to students of diverse ages and backgrounds. Preliminary outcomes will be reviewed to clarify preferred well-being strategies for teachers and classroom use.

Jeff Q. Bostic, MD, EdD, Georgetown MedStar Hospital, Washington, DC
Sharon Hoover, PhD, Daniel Camacho, PhD, Nancy Lever, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

CS 5.15: The Use of Brief Screening to Support Student Access to Mental Health Services: Examples from School-Based Health Centers

Track: Prevention and Early Intervention (Tier 2)

Brief screening is one way to identify students in need of mental health care. Screenings can be conducted by a range of school personnel. In the current presentation, we will discuss experiences with using brief screening tools and mental health linkage procedures employed by school-based health centers. The presentation will provide 1) review of screening tools and referral processes, 2) implementation data on screening outcomes, and 3) discussion of potential barriers to care. Particular attention will be given to trauma-focused screening.

Erum Nadeem, PhD, Yeshiva University, Bronx, NY
Gabriela De La Torre, MCRP MA, Ellen Moore, PhD, Vanessa Floyd-Rodriguez, MPH, La Clinica de la Raza, Oakland, CA

CS 5.16: Canceled

4:30- 4:45 PM Break

Conference Session 6 – 4:45 p.m.- 5:45 p.m.

CS 6.01: Advocating for School Mental Health Services with your Community

Track: Advocacy & Policy

This session reviews opportunities to support school mental health at the local, state & federal levels, with emphasis on coordination with community partners. As state and local education agencies include measures of school success through “non-academic” indicators, e.g. school

climate, chronic absenteeism, and discipline data, school and community leaders have unprecedented opportunity to work together to maximize school mental health services & advocate for additional funding through Medicaid, the Every Student Succeeds Act (ESSA), and any available grant funding streams.

Libby Nealis, MSSW, School Social Work Association of America, Silver Spring, MD
Kelly Vaillancourt Strobach, PhD, N.A.S.P., Bethesda, MD
Mary Kingston Roche, IEL Coalition for Community Schools, Washington, DC

**CS 6.02: How a Small Program Can Have a Large Impact: McLean School Nurse Project
Track: Education-Mental Health Integration & Collaboration**

School nurses are often underutilized in addressing mental health in schools, despite their ideal position to recognize and intervene when students are struggling. This session will highlight the Nurse Liaison support model of consultation, education, and resources for schools. By enhancing effective use of the current staff and offering specialist support when needed, a single Nurse Practitioner can significantly impact hundreds of schools. Participants will gain knowledge and resources for realizing such a program in their own communities.

Julie Love, MSN APRN PPCNP-BC, McLean School Nurse Liaison Project, Belmont, MA

CS 6.03: Decreasing OSS, Increasing Engagement: The Story of a Community and School Partnership

Track: Mental Health Intervention and Treatment (Tier 3)

This session will present results from a school and community partnership focused on creating positive alternatives to suspensions. Planning, professional development, creative strategies, funding opportunities and outcomes will be shared.

Scott Butler, PhD, Susan Lamke, Boys Town, Boys Town, NE

CS 6.04: Ensuring Classroom Management Practices Are Trauma-Informed

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Students experiencing trauma need a positive, safe, and consistent environment in order to learn. This session will support those new to integrating trauma into their classroom as well as those needing to make the connection between trauma and classroom management. A matrix connecting trauma-informed and classroom management practices along with examples will be reviewed and shared for participants to use in their own setting. An exemplar will demonstrate how to implement and monitor these practices in the classroom.

Katie Pohlman, MSW, Ami Flammini, MSW, Midwest PBIS Network, Lisle, IL

CS 6.05: Exposing and Understanding Secondary Traumatic Stress in Educational Settings
Track: School Climate, Social Emotional Learning, and Mental Health Promotion

The workshop will highlight risk and impact factors of secondary traumatic stress on educators and school mental health providers. It will introduce participants to the Support for Teacher Affected by Trauma (STAT) curriculum. STAT is a web-based training on secondary traumatic stress (STS), it provides STS screening, self-care strategies, and training on trauma-informed practices related to STS.

Steve Hydon, EdD, University of Southern California, Los Angeles, CA

CS 6.06: Improving Students' Outcomes with Universal and Comprehensive Support: Differential Impact based on Risk Level

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

This presentation highlights the longitudinal impact of a district-initiated approach to tiered, social-emotional supports for students. Results from over 10,000 students indicate that universal approaches have a significant impact on all students. These findings confirm prior research that Social and Emotional Learning (SEL) supports reduce externalizing behaviors and build the discourse by demonstrating even greater outcomes for students with internalizing behaviors. This presentation also highlights the influence of demographic characteristics.

Melissa Pearrow, PhD, Whitney Walker, MS, University of Massachusetts Boston; Boston, MA
Mary Cohen, PhD, Andria Amador, NCSP, Boston Public Schools; Boston, MA
Amy Kaye, PhD, Boston Children's Hospital; Boston, MA

CS 6.07: LGBTQI, Mental Health, and Creating a Safe Zone in the School Setting
Track: Cultural Responsiveness & Equity

This workshop is intended for staff of all levels and across disciplines to learn about the needs of lesbian, gay, bisexual, transgender, questioning and intersex (LGBTQI) youth. The focus of the workshop is building welcoming and affirming environments that will allow students to optimize academic achievement in a culturally safe environment. Participants will explore the use of language, identify health disparities and learn specific skills to create safety in the school environment.

Joel Brecht, MA, Diane Lyle, MA, Community Care Behavioral Health, Sunbury, PA

CS 6.08: Peers C.A.R.E. (Creating Academic Resilience and Empathy): Student-Delivered Programming Through Peer Mentoring

Track: Youth & Family Partnerships

Interested in discovering a new delivery system that involves your students? Come learn about the Peers C.A.R.E. (Creating Academic Resilience and Empathy), a peer mentoring program and curriculum developed to increase outreach and support, while focusing on promoting positive mindsets and behaviors of high school students.

Brandie Oliver, EdD, Butler University, Indianapolis, IN

Brian Dobias, MS, I.P.F.W., Fort Wayne, IN

CS 6.09: Reducing Variance of Pro-Social Skills Teaching for Students Needing Individualized Supports

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

A large school district in collaboration with Boys Town implemented a professional development plan to reduce variance of teaching of prosocial skills, feedback and recognition in 35 schools implementing the Specialized Classroom model in ED Room settings, while aligning these practices in their current Positive Behavioral Interventions and Supports (PBIS) framework.

Russ Uhing, MEd, Lincoln Public Schools, Lincoln, NE

Steph Jensen, LPC, Boys Town, Boys Town, NE

CS 6.10: Socio-Cultural Adaptations to Enhance the Effectiveness of Youth Mental Health Prevention Programs

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Youth with problem gambling habits are susceptible to serious mental health, occupational, and relational consequences; thus, research groups have taken interest in youth gambling problems and are developing prevention programs to support increased knowledge and skills amongst this population. An effective school-based prevention effort is theory driven, utilizes dynamic teaching modalities, supports positive youth-adult interactions, is culturally relevant, inclusive of outcome evaluation, and offers developmentally appropriate structure. This conference session will introduce the development of *Maryland Smart Choices Youth Gambling Prevention Program* (MD-Smart Choices) and outcomes associated with adherence to empirical recommendations.

Brittany Parham, PhD, Phyllis Lee, PhD, Perrin Robinson, MS, Kelly Willis, LCSWC, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

CS 6.11: Supporting Newcomers in Schools by Utilizing a Trauma-Informed Practice

Track: Prevention and Early Intervention (Tier 2)

In the year of 2014, approximately 68,000 unaccompanied children arrived at the United States border, primarily from the Northern Triangle of Central America: Honduras, Guatemala, and El Salvador. Educators in the presentation will learn the various stages a child experiences throughout the migration process. Participants will learn how to support the acculturation and mental health needs of these children. Specifically, this presentation will present on a trauma-informed practice that is known to support the needs of these children.

Maria Hydon, MSW, LCSW, PPSC, Umeka Franklin, EdD, LCSW, PPSC, University of Southern California, Los Angeles, CA

CS 6.12: The Bermuda Triangle: Navigating Teams to Stay on Course in Tier 2

Track: Prevention and Early Intervention (Tier 2)

Tier 2 is ambiguous due to the lack of a specific list of steps such as found in Tier 1. Intervention at this level must be matched to student need, and not matching students to available interventions. We walk participants through the Tier 2 process: selection of interventions based on need and function, implementation steps, and evaluation of outcomes.

*Brooke Wagner, MSC, SC, Frontier Community Coalition, Lovelock, NV
Kaci Fleetwood, Med, BCBA, University of Nevada, Reno, NV*

CS 6.13: Tools to Inform Schools: A Pilot to Standardize How NYC Assesses Mental Health Capacity Across 950 Schools

Track: Implementation Science and Practice

In 2016, New York City Office of School Health (OSH) piloted a standardized city-wide assessment within the School Mental Health Consultant Program to gauge mental health capacity relative to need across schools. At scale, the standardized assessment will be administered once annually to all 1,700 schools in New York City. Key content areas will include choosing and refining a survey tool; designing a pilot project; training the field; communicating with schools; forging strategic collaborations; and lessons learned.

Heather Hermansen, MPA, Scott Bloom, LCSWR, DOE Office of School Health, New York, NY

CS 6.14: Triple Layer Chess: Mindset and Strategies for Sustaining and Growing School Mental Health Programs

Track: Financing & Sustainability

This session will explore the Georgia Apex Program's growth and development over the past three years through the perspectives of key partners: the technical assistance providers from the Center of Excellence for Children's Behavioral Health, Georgia Health Policy Center, and Georgia HOPE, one of 30 mental health providers funded to deliver mental health care in

schools. Participants will have an opportunity to learn about a framework for developing a sustainability mindset, specific strategies for sustaining and a partnership development tool.

Lisa McGarrie, MSW, Rachel Campos, MPH, Center of Excellence for Children's Behavioral Health, Georgia Health Policy Center, Atlanta, GA
Jenny Wilhoite, MEd, Georgia HOPE, Dalton, GA

CS 6.15: Universal Behavioral Health Screening as a Component of Comprehensive School-based Suicide Prevention

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

This presentation will provide information about the role of universal behavioral health screening in schools as part of comprehensive school-based suicide prevention efforts. Discussion will center on the rationale for universal screening, benefits and challenges, procedures and outcomes of a pilot project in two school districts. Information about the Behavioral Health Screen (BHS), a standardized and validated online measure that screens youth across 13 behavioral health domains, will also be shared.

Perri Rosen, PhD, Shaye Erhard, BA, Pennsylvania Office of Mental Health and Substance Abuse Services, Harrisburg, PA

CS 6.16: What Leaders Need to Know About Building Mental Health Services in Schools

Track: Education-Mental Health Integration & Collaboration

This session will guide participants through the process of integrating school mental health into a Multi-tiered System of Support. The presentation will guide participants through Tiers 1, 2, and 3 and provide examples of evidenced-based interventions at each tier. Some of the topics covered in the presentation include: Universal Screening, Professional Learning, Social-Emotional Learning, Technology, Resource Mapping, Suicide Prevention, Skill Building Groups, and Referral Systems. Data presented in this session will reflect four years.

Jason Byars, EdS, Griffin-Spalding County Schools, Griffin, GA

5:50-7:00 PM **Center for School Mental Health Board Meeting**
Board members will meet. Room to be announced.



**Conference Program
Friday
October 12, 2018**

CONFERENCE AGENDA

Friday, October 12, 2018

Exhibit displays are open all day!

7:00-8:00 AM Registration

7:45-8:00 AM Welcoming and Greetings

Sharon Hoover, PhD and Nancy Lever, PhD, Co-Directors, Center for School Mental Health; University of Maryland School of Medicine, Baltimore, MD

8:00-9:00 AM Keynote Address

Strategies to Advance Equity Through Culturally Responsive School Mental Health

Michael A. Lindsey, PhD, MSW, MPH;
Director

McSilver Institute for Poverty Policy and Research, New York University

Marginalized youth—whether based on ethnicity, income-level, ability, or sexual orientation—often experience a difficult pathway to academic success. The challenges faced by marginalized youth are inextricably linked to their emotional and psychological health. This keynote will address state of the art knowledge on the strategies that educators, school mental health personnel, and families might deploy to meet the emergent and persistent needs of vulnerable students. It will also point to clear gaps where school mental health research and practice can be most responsive.

9:00-10:00 AM Plenary Panel

The Interconnection of School Safety and Mental Health

Mac Hardy, Director of Operations

National Association of School Resource Officers

Kayla Jackson, MA, Project Director, School Superintendents Association (AASA)

Michael A. Lindsey, PhD, MSW, MPH; Director, McSilver Institute for Poverty Policy and Research, New York University

David Osher, PhD; Vice President & AIR Institute Fellow
American Institutes for Research

Facilitated by: *Dr. Sharon Hoover*. Co-director, Center for School Mental Health, University of Maryland School of Medicine

In the context of our national conversation on school safety, many are asking questions about the role of school mental health, including school climate and social emotional learning, in keeping students and schools safe. This panel will address the interconnection of school safety and mental health and consider what schools can do to promote safe and supportive schools. Presenters will address questions solicited from school mental health stakeholders across the country and will provide suggestions informed by research and best practices in the field.

10:00-10:15 AM Break

Conference Session 7 – Friday, 10:15 a.m.-11:15 a.m.

CS 7.01: All Together Now: Clinical Classroom Consultancy in a Comprehensive School-Based Mental Health Partnership

Track: Education-Mental Health Integration & Collaboration

The School Based Mental Health Collaboration (SBMHC) is School-Based Mental Health Collaboration between Teachers College, Columbia University and NYC public schools. We present data from our 2nd pilot year to support the efficacy and implementation success of the classroom consultation component in our program. Additionally, two classroom teachers will provide an in-depth field perspective of their work together with their classroom clinical consultant. The audience will be invited to participate in this conversation to discuss ways to apply these concepts to their own school partnerships.

Nancy Eppler-Wolff, PhD, Cheryl Foo, BA, Teachers College, Columbia University, New York, NY;
Laura Sarkissian, MSc, Sujening Collado, MSc, New York City Department of Education, New York, NY

CS 7.02: Building the Data-based Decision Making Capacity of School Teams to Promote Social and Emotional Wellness Through MTSS

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

This interactive session will highlight best practices in data-based decision making within a multi-tiered system supporting social-emotional wellness. In addition to the demonstration of best practices, strategies and tools to facilitate leadership teams' use of data for decision-making will be shared. Case examples and opportunities for discussion will be provided for application to participant work.

Karen Cox, MA, Catherine Raulerson, EdS, Natalie Romer, PhD, University of South Florida, Tampa, FL

CS 7.03: It Is Possible! A Strategy to Taking a “Whole School” Approach with SMH Initiatives as a Mental Health Center

Track: Implementation Science and Practice

Partnering with school initiatives related to mental health services as a community partner can significantly enhance efforts to positively impact lives. However, understanding how to do this efficiently and in a supporting role can be difficult! In this workshop, participants will develop strategies to understand a school's need, where and how to target collaborative efforts, and how to develop a leadership team committed to the mission of supporting all students' mental health.

Elizabeth Avery, MA, Amy Hill, MA, Burrell Behavioral Health, Springfield, MO

CS 7.04: Implementation of a Social Emotional Learning Curriculum Targeting Psychological Flexibility in High School Students

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

The presentation includes a review of research relevant to Tier 1 Social and Emotional learning (SEL) curricula with high school students, gaps in the scientific literature, and proposed methods to address gaps. Opportunities to discuss barriers unique to implementing SEL in high schools and methods to overcome barriers are provided. The development, implementation, and evaluation of a Tier 1, (SEL) curriculum targeting psychological flexibility is discussed.

Samuel Faulkner, MA, Jeannie Golden, PhD, Courtney Foster, BA, Ana LePage, BA, East Carolina University, Greenville, NC

CS 7.05: Implementing an Interconnected Systems Framework, The Project About School Safety

Track: Education-Mental Health Integration & Collaboration

The Project About School Safety (PASS) is a randomized control trial implemented in 24 elementary schools assigned to one of three conditions: Positive Behavior Intervention and Supports (PBIS), PBIS and School Mental Health, and Interconnected Systems Framework (ISF). The goal of the study is to evaluate the contribution of the ISF in improving school safety

and positive school climate, mental and behavioral health, and school outcomes in students. This session will share preliminary data from this study as well as implications for the field.

Mark Weist, PhD, University of South Carolina, Columbia, SC

Kelly Perales, LCSW, Midwest PBIS, Hummels, PA

Joni Splett, PhD, University of Florida, Gainesville, FL

CS 7.06: Importance of Student's Perceived Value and its Effects on Learning

Track: Cultural Responsiveness & Equity

The purpose of this presentation is to address the social and identity-based concerns that minority students face in the school environment, and address how these can be challenged to promote students' perceived value, mental health, and safe learning spaces using evidence-based practices. There are steps that school staff members and administrators can take to help eliminate these challenges for our students so that all students feel safe in our classrooms, as well as ways to partner with parents and guardians to encourage student success.

Mariah Wooldridge, MA, Kayla Tatum-Sharp, MA, Helen Ross McNabb Center, Newport, TN

CS 7.07: Promoting Student Resilience: Lessons Learned from Implementing Evidence-Based Trauma-Responsive Practices

Track: Prevention and Early Intervention (Tier 2)

Students who have experienced chronic stress and adversity must overcome biological survival responses in order to become available to learn. In order to do this, students require support from adults and peers. Teachers and other school staff will depart with the ability to understand the brain science of how trauma and adversity negatively impacts the developing child and trauma-responsive interventions to implement across a multi-tiered approach.

Nicole Tschopp, MSW, Christopher Gaither, MSW, James Padden, MS, Baltimore City Public Schools, Baltimore, MD

CS 7.08: Promoting Substance Use and Depression Screening and Performance Measurement in School-Based Health Care Settings

Track: Implementation Science and Practice

Participants will learn about a national initiative to collect standardized performance measure data from school-based health care (SBHC) programs and how to use data to improve performance. They will learn how SBHC programs identify and serve youth with depression and substance use concerns through Screening, Brief Intervention and Referral to Treatment (SBIRT). Presenters will share strategies to collaborate with youth and school partners to use SBIRT as an alternative to discipline for substance use concerns and improve school climate.

Samira Soleimanpour, PhD MPH, School-Based Health Alliance; Charlottesville, VA

Angela Williams, MSN BSN, Great Lakes Bay Health Centers, Charlottesville, VA

CS 7.09: School Based Clinicians: Exploring the Opportunity to Work Differently
Track: Education-Mental Health Integration & Collaboration

School Based Clinicians continue to move the field to be the most efficient and effective possible. The demands of meeting student, family, and staff needs within the constraints of the school day require flexibility and endurance. Midwest Positive Behavior Intervention and Supports (PBIS) Network coordinated a 2-day Clinician Forum. Learn about products developed: 1) workload caseload guidelines, 2) Define crisis and decide when it is office managed, classroom managed, or clinician managed, 3) Developing a Professional Development Calendar, and 4) Changing job descriptions.

Sheri Luecking, MSW, Ali Hearn, MSW, Midwest PBIS Network, Lisle, IL

CS 7.10: School Linked Services: Community-School-Family Partnerships to Improve Student Outcomes

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Santa Clara County's School Linked Services Initiative (SLS) partners with 13 school districts to facilitate a community-school-family partnership, streamline school-based behavioral services, and improve student well-being. SLS is embedded in the Multi-tiered System of Support (MTSS) among some school districts, including universal family engagement programs and mental health services. In Fiscal Year 2017, 10,002 students received SLS. Outcome data yielded positive behavioral health outcomes among students and positive impacts on school climate.

Cha See, PhD, Maretta Juarez, LCSW, Fabian Castaneda, LMFT, Santa Clara County Behavioral Health Services Department, San Jose, CA

CS 7.11: School Mental Health and the Expert Witness – A Primer for Mental Health and Education Professionals

Track: Advocacy & Policy

This seminar provides a concise overview of the roles and responsibilities of educational and mental health expert witnesses in school mental health law. It outlines the criteria that qualify a professional to be an expert witness, defines the professional activities to be provided, and reviews the ethical guidelines essential to best practices. Examples will include experts' roles in conducting and testifying about findings in independent educational evaluations, involvement in special education due process hearings and in civil litigation.

William Dikel, MD, Independent Consulting Child and Adolescent Psychiatrist, Saint Paul, MN

CS 7.12: School-Based Coordination of Services Teams: Aligning Resources with Student Needs

Track: Implementation Science and Practice

School-Based Coordination of Services Teams (COST) are multidisciplinary teams of school staff and providers who create a regular forum for reviewing individual student needs and the school overall, collaborate on linking referred students to resources and interventions, and

support students' academic success and healthy development. A COST maximizes and expands available resources, increasing your school's ability to respond quickly and appropriately to a range of student needs. Learn about Coordination of Services Teams (COST).

Stacey Bamford-Bolyard, EdD, John Honerkamp, MS, Ana Leon, MS, Fremont Unified School District, Fremont, CA

CS 7.13: Screenagers: Empowering Parents of Adolescents on Social Media

Track: Youth & Family Partnerships

Screenagers is an award-winning documentary featured on The Dr. Oz Show, PBS Newshour, Today, Good Morning America, Education Week and The New York Times about adolescents spending time online, specifically social media. The researchers will discuss the screening of the documentary and research conducted during the screening. Also, current literature on adolescent social media use and the role and influence of the parents will be emphasized.

Courtney McLaughlin, PhD, Dana Elmquist, MEd, Indiana University of PA, Indiana, PA

CS 7.14: Trauma Screening & Support: A Framework for Providing Comprehensive, Data-Driven School Mental Health Services

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Trauma Screening and Support (TSS) is a trauma-informed, Multi-tiered System of Support (MTSS) framework for providing comprehensive, data-driven school mental health services. TSS is not a specific intervention or program. Rather, it is a model developed by LAUSD in partnership with the UCLA Semel Institute, as a unifying model for the systematic implementation of trauma-informed, evidence-based interventions that meet each individual school community's unique needs. Participants will have an opportunity to learn about each TSS implementation phase.

*Carla Lavelle, MSW, Los Angeles Unified School District, School Mental Health, Los Angeles, CA
Sheryl Kataoka, MD, University of California Los Angeles, Los Angeles, CA*

CS 7.15: Using Data and Partnership to Develop and Manage a Countywide School Mental Health Initiative

Track: Education-Mental Health Integration & Collaboration

High quality, well-integrated school mental health (SMH) services can promote better behavioral health while also promoting academic success. However, planning, implementing, and measuring success of a multi-component SMH initiative across all three tiers of school support can be challenging, especially when implementing across school systems. This presentation describes how Skagit County, WA, has used data and a robust community mobilization process to blend funding and stakeholder perspectives to achieve county-wide SMH implementation.

Eric Bruns, PhD, University of Washington School of Medicine, Seattle, WA

Julie de Losada, MS, Skagit County Public Health, Mt. Vernon, WA

Kelly Whitaker, PhD, Casey Chandler, BA, University of Washington School of Medicine, School Mental Health Assessment, Research, and Training (SMART) Center, Seattle, WA

CS 7.16: Using the Race-Based Disparities in Stress & Sleep Model to Identify Elements of Effective School Mental Health Programming

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

The presentation describes the use of the Race-Based Disparities in Stress and Sleep model to identify key individual and environmental contributors to well-being and positive mental health in a diverse sample of middle and high school students. Three key factors for effective school-based mental health programming emerged: healthy sleep, family support, and reduced peer aggression. School-based interventions and strategies including these elements will be discussed.

Kate Wegmann, PhD, Ashley Anderson, MSW, Tara Powell, PhD, University of Illinois, Urbana, IL

11:15-11:30 AM Break

Conference Session 8 – 11:30 a.m.-12:30 p.m.

CS 8.01: Defeating the Odds and Stacking the Decks for Success: How One Texas District is Hitting the Jackpot with Tier 3 Students

Track: Education-Mental Health Integration & Collaboration

The content of this session will focus on the impact and the integration of mental health awareness and supports on student achievement within the traditional school setting. Participants will become aware of approaches to assist classroom teachers in supporting students with mental health needs as well as strategies for affecting the paradigm shift necessary to reach a balance between academics and mental health needs.

Susan Cronan, MEd, Lorrie Renfro, MEd, Gregory Rake, MEd LCSW, Abilene Independent School District, Abilene, TX

CS 8.02: Elementary School Wellness Centers: A Tier 1 Trauma-Informed Intervention

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

In response to the growing need for a better way to address students' social emotional needs at a Tier 1 Level, San Francisco Unified School District Social Workers and Behavior Coaches developed a model for Elementary Wellness Centers. Elementary Wellness Centers are a space for self-directed student self-regulation, restorative conversations, and the hub for mental health supports at the schools. This presentation will discuss school readiness factors needed to utilize this model and the components and best practices for implementation.

Jennifer Caldwell, LCSW PPSC, Gabrielle Theobald-Anderson, MSW PPSC, San Francisco Unified School District, San Francisco, CA

CS 8.03: Engaging High School Teachers in Connecting Students to Mental Health Care Using an Online Prof. Development Simulation

Track: Prevention and Early Intervention (Tier 2)

Online role-play simulations offer a new and promising approach to building the capacity of educators to function as the “eyes and ears” of mental health. This practice-based training method is designed to increase educator behaviors for identifying students with mental health concerns, approaching them to discuss those concerns, and referring them to support. This presentation will report findings from a wait-list controlled trial of the impact of a simulation training module for high school teachers on changes in attitudes and behaviors.

Glenn Albright, PhD, Baruch College, New York, NY

Nancy Lever, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

Jeremiah McMillan, MS, University of Georgia, Athens, GA; Mina Fazel, PhD, University of Oxford, Oxford, UK

Jennifer Spiegler, BA, Kognito, New York, NY;

Shashank Joshi, MD FAAP DFAACAP, Stanford University School of Medicine, Stanford, CA

CS 8.04: Filling Your Funding Pond to Support Multi-Tiered School Mental Health Services

Track: Financing & Sustainability

This workshop will teach administrators and community partners about current options to expand Medicaid and insurance coverage for school mental health (SMH) programs. It will describe multiple state strategies, including examination of North Carolina’s statewide initiative. Participants will learn basic steps to secure fiscal support for multi-tiered SMH programs; how several states are capitalizing on new opportunities to optimize health care coverage; and how to access technical assistance and information resources to guide their own efforts.

Frank Rider, MS, American Institutes for Research, Raleigh, NC

Lauren Holahan, MS, NC Department of Public Instruction, Exceptional Children Division, Chapel Hill, NC

CS 8.05: Healing through School-Based Trauma-Informed Best Practices: Two Case Studies with Students of Color in California

Track: Cultural Responsiveness & Equity

This workshop will address how culturally responsive trauma and resilience-informed practices through school-based health initiatives support students of color holistically. With a foundation in adverse childhood experiences (ACEs), impacts of trauma on academics, types of trauma and resilience, and two case studies of innovative California school-based health initiatives, participants will be able to reflect on ways in which they can support the students in their schools to heal.

Molly Pilloton, MPH, California School-Based Health Alliance, Oakland, CA

CS 8.06: Enhancing School Safety by Working Effectively with All School Personnel
Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Current affairs in schools dictate increased need for school safety, with stronger school mental health. This workshop will enhance school safety by helping mental health professionals to most productively work with all school personnel and students. This session will 1) assist in unifying school mental health workers and professionals such as administrators, school counselors, educators, staff, and even youth; and 2) will provide information such as warning signs and proper treatment of youth at risk for harm.

Judith Justice, EdD, Indiana Wesleyan University, Marion, IN
Amanda Schwyn, MA, New Palestine Junior High, New Palestine, IN

CS 8.07: PBIS in Nevada: Weaving School Climate, Bully Prevention, and School Mental Health Supports within a Single Framework

Track: Education-Mental Health Integration & Collaboration

For the past several years Nevada has been dedicated to scaling-up integrated Positive Behavioral Intervention and Supports (PBIS) to focus on social, behavioral, and emotional wellness for students. This presentation will focus on “how to make the right pieces fit” with an emphasis on moving from parallel student support systems, to integrated practices within a common framework. Special attention will be given to initiative selection, onboarding, and evaluation.

Kaci Fleetwood, MEd BCBA, University of Nevada, Reno, NV

CS 8.08: Project SECURE, A Multi-Tiered Evidence-Based Framework to Strengthen the Resilience of Students

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

The purpose of Project SECURE is to evaluate the impact of a multi-tiered evidence-based framework to strengthen the resilience of students who are most vulnerable to disciplinary exclusion, gang involvement, and trauma. This presentation will describe the implementation of a primary prevention Social and Emotional Learning (SEL) program (Second Step) and a trauma-informed intervention (Bounce Back) being implemented in urban elementary schools including the classroom screening process used to identify students eligible for Bounce Back and preliminary outcomes of the project.

Carl Sumi, PhD, Michelle Woodbridge, PhD, SRI International, Menlo Park, CA

CS 8.09: Rural School Mental Health: What School Leaders Ought to Know

Track: Advocacy & Policy

What do rural school superintendents know about public health models for school mental health? Do rural superintendents view school mental health professionals as skilled in implementing these innovative models? A mixed methods study exploring these questions will be described in

this session. Using examples from policy and leadership work in California and Nevada, practical guidance for improving school leaders' knowledge of the capacity of school mental health personnel to lead school mental health work will be shared.

Meagan OMalley, PhD, CSU Sacramento, Davis, CA; Christina Pate, PhD, WestEd, Los Alamitos, CA

CS 8.10: Social Media Use in Adolescence: Links to Psychological Well-being
Track: School Climate, Social Emotional Learning, and Mental Health Promotion

This presentation will highlight the current body of research regarding social media use and psychological well-being, specifically in adolescents. Social media continues to be the primary platform for engagement and communication for young people, and it is crucial to understand how it might impact mental health, how those with mental health issues might engage differently online, and how mental health professionals and educators can promote healthy and safe internet usage.

Adrienne Bardo, MEd, Courtney McLaughlin, PhD, Indiana University of PA, Indiana, PA

CS 8.11: Supporting Transition Resilience of Newcomer Groups (STRONG): An Evidence-Informed Intervention to Support Refugee and Immigrant Students

Track: Prevention and Early Intervention (Tier 2)

Supporting Transition Resilience in Newcomer Groups (STRONG) is an evidence-informed, school-based intervention for newcomer youth (K-12th grades) experiencing psychological distress. STRONG is intended for delivery by school mental health clinicians and is comprised of 10 group sessions, one individual student session, and teacher and parent education sessions. Core components of STRONG include Resilience Building Skills, Understanding and Normalizing Distress, Cognitive Behavioral Intervention Skills (relaxation, cognitive coping, exposure, goal setting and problem solving), and a Journey Narrative. STRONG was co-developed and reviewed by several experts in the fields of education and mental health, with specific expertise in school mental health, adversity and trauma, refugee mental health, and resilience. This presentation will describe the pilot implementation of both Elementary (K-5th grade) and Secondary (6th-12th grade) STRONG by school mental health clinicians in several schools in Toronto, Ontario. Feasibility and usability of the intervention were assessed, with clinicians endorsing strong interest in continuing implementation of STRONG, and perceived positive impact on students' school connectedness and self-efficacy. Presenters will discuss implementation strategies to improve STRONG uptake and ease of use.

Kathy Short, PhD C. Psych, School Mental Health ASSIST, Ontario; Claire Crooks, PhD, Western University, London, ON

Sharon Hoover, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

Patricia Marra-Stapleton, MSc C. Psych Assoc., Toronto Catholic District School Board; Toronto, ON
Maureen MacKay, MSW RSW, Peel District School Board, Toronto, ON

CS 8.12: Suicide Prevention Across Multiple Tiers**Track: School Climate, Social Emotional Learning, and Mental Health Promotion**

This session highlights suicide prevention strategies across multiple tiers. Two specific interventions will be reviewed: Signs of Suicide (SOS) program and the Dialectical Behavior Therapy (DBT) Skills in Schools program. Both strategies have been proven to reduce suicide risk and attempts for students. Additionally, DBT skills in schools has been shown to increase social-emotional learning, decreasing risk related to an inability to regulate emotion. Implementation strategies and learned lessons will also be highlighted.

Kamilah Twymon, MEd, Michelle DeBellis, MA LPCC, Nationwide Children's Hospital, Columbus, OH

CS 8.13: The Relationship between School Mental Health Providers' Openness and Successful Participation in the Brief Intervention Strategies**Track: Prevention and Early Intervention (Tier 2)**

The Brief Intervention Strategy for School Mental Health Clinicians (BRISC) aims to provide SMH providers with effective and efficient ways to address student emotional and behavioral problems. This study examined the association between school mental health (SMH) providers' preconceived willingness to implement new practices with indicators of implementation success.

Chayna Davis, PhD, Elissa Picozzi, BA, University of Washington School Mental Health Assessment Research and Training (SMART) Center, Seattle, WA

CS 8.14: The Suicide Prevention Online Learning Center: A Resource for Supporting and Sustaining Educator Training**Track: Financing & Sustainability**

This presentation will describe how efforts to collaborate with the state and local partners and the use of statewide data led to the development of a suicide prevention training website. Participants will learn how schools in Pennsylvania are implementing suicide prevention training for staff and preview this training resource currently available to educators, mental health professionals, and other stakeholders. Preliminary outcomes data from evaluation of site content and plans for sustainability of this resource will also be shared.

Perri Rosen, PhD, Shaye Erhard, BA, Pennsylvania Office of Mental Health and Substance Abuse Services, Harrisburg, PA

CS 8.15: Using Common Elements of Evidence-Based Practice in Urban School-Based Prevention Groups**Track: Prevention and Early Intervention (Tier 2)**

Evidence-based practices are described as key to a strong school-based comprehensive behavioral health model, yet numerous barriers exist to their implementation. This presentation will discuss the experiences of an urban school-based behavioral health program in utilizing practice elements derived from the evidence-base (PDEBs) in Tier 2 prevention groups.

Recommendations for professional development and consultation, implementation challenges and successes, two high school group curricula utilizing PDEBs, and evaluation data will be shared.

Amy Kaye, PhD, Shella Dennery, PhD, Boston Children's Hospital Neighborhood Partnerships, Boston, MA

CS 8.16: Valuing Mental Health: Developing a Proactive Program for Educators
Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Our session targets educators who are interested in addressing mental health issues seen in their school districts through the development of proactive, preventative universal mental health education for grades K-5. This toolkit contains ten to fifteen lessons for every grade and uses theoretic information from many fields such as: positive psychology, mindfulness, cognitive behavioral therapy, frustration tolerance, self-regulation, emotional regulation, grief, inclusion, anxiety, and delayed gratification. Toolkits will be provided for participants.

Kevin Tennant, BEd MA, Geoff McRorie, BEd MA, Lisa Robertson, BEd MEd, Chad Erickson, BEd MEd, Mark Jones, BEd MEd, Red Deer Public School District, Red Deer, AB

12:30-1:15 PM Luncheon and Awards Recognition

School Health Services National Quality Initiative: Be Counted

The Center for School Mental Health team will highlight a national initiative to advance accountability, excellence, and sustainability for comprehensive school mental health systems nationwide.

Juanita Cunningham Evans Memorial Award for Contributions in School Mental Health

This annual award is given to an individual who has significantly impacted the advancement of school mental health policy, research, and/or practice.

Youth and Family Partnership Award

This award is given to one exemplar school district, organization, or school mental health program that effectively partners with youth and families in delivering quality school mental health programming.

School Mental Health Research Award

This award is given to an individual who has made significance contributions to impact the field of research in school mental health and practice.

1:15-1:30 PM Break

Advanced Practice Skills Workshop - 1:30 p.m.-2:45 p.m.

APS 01: A Dual-Factor Approach to Assessing Psychological Wellness in MTSS

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Positive Behavioral Intervention and Supports (PBIS) and Social and Emotional Learning (SEL) initiatives claim to improve student's behavior and learning. They recognize the need of student data to evaluate program effectiveness, yet they offer no satisfactory solutions, considering the extremely slow implementation rate of Multi-tiered System of Supports/Response to Intervention (MTSS/RtI). This workshop will describe a dual-approach to mental health (strength based psychological wellness & mental health needs) across all tiers from Pre-K to 12th grade to support any PBIS or SEL initiative in a school system.

Annabel Li, PhD student, Achilles Bardos, PhD, The University of Northern Colorado, Greeley, CO

APS 02: Addressing Self-Harm Disorders in Schools

Track: Mental Health Intervention and Treatment (Tier 3)

There are few situations more anxiety-provoking for schools than students who deliberately self-harm. This workshop will present the newly proposed self-harm disorders in the DSM-5 and address how to screen, assess, and intervene using a multi-tiered system of support framework. It will address how schools, parents, and communities can work together to help at-risk youth. Participants will be given a structured professional judgment guide to aid their decision-making about a case study.

Jim Raines, PhD, SSWAA, Marina, CA

APS 03: Addressing Student Mental Health Needs through Analysis of Systems and Services – Getting Your District into SHAPE

Track: Implementation Science and Practice

Throughout this workshop, participants will be guided through specific and actionable steps they can take to introduce, assess, and utilize results from a School Health Assessment and Performance Evaluation (SHAPE) assessment within their own school district, as well as handouts, guides, presentations, and resources to support implementation. Participants will leave prepared to form a SHAPE team, evaluate their district using the SHAPE system, use this data with existing resources to develop key recommendations for improvement, and take concrete steps to create change within their home comprehensive school mental health system (CSMHS).

Melissa Heatly, PhD, University of Rochester Medical Center, Rochester, NY

Patricia Vaughan-Brogan, EdD, Greta Johnston, MA, Pittsford Central School District, Pittsford, NY

APS 04: Advancing Local Solutions: Understanding Health, Education and Community Context to Promote Student Success

Track: Advocacy & Policy

Learn a process by which stakeholders can determine how best to align school and community programs so that they can build and sustain safe and supportive environments for all students. Understanding community context and practical frameworks, and using examples from local, state, and national efforts, 4 steps will be presented that have helped stakeholders develop and strengthen school-connected programs that support student success. Attendees will leave with information and tools on how to deepen school-community partnerships.

Olga Acosta Price, PhD, Linda Sheriff, MEd, Rachel Sadlon, MPH, The Center for Health and Health Care in Schools, Washington, DC

APS 05: Building Staff-Wide Compassion Resilience for the Complex Challenges of Youth Mental Health – A Toolkit

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

How are we filling and refilling our tanks and those of our colleagues and employees? Explore the concepts of compassion fatigue and resilience through activities that can be brought back to use with staff in your school or organization. This is NOT just a focus on what individuals can do for themselves. Come prepared to also look at system drivers and learn how best to identify and manage them. Leaders, learn about your role in supporting the implementation of the toolkit.

*Sue McKenzie, MA, Rogers InHealth, Brown Deer, WI
Monica Wightman, MSW, WI Department of Public Instruction, Madison, WI*

APS 06: Chaos To Calm: A Roadmap To Emotion Regulation

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

What do you mean “they flipped their lid!?” Learn how to reframe the behavior from “kids do well if they want” to “kids do well if they can!” Take a look at the whole child by using effective tools to match lagging skills with the right interventions. This fun hands-on session demonstrates engaging interventions rooted in the understanding of how the brain becomes dysregulated. Go home with ideas and tools that help every kid develop strong skills in unblocking their staircase to emotional regulation.

Kelly Petaccio, MS, Rhonda Harris, MS, Griffin-Spalding County Schools, Georgia Project AWARE, Fayetteville, GA

APS 07: Creating Trauma-Informed Schools: Rationale and School-Wide Approach

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Despite their promise, school-based trauma specific treatments that address the mental health and behavioral needs of students are often seen as being indirect with the academic mission of the school. Trauma-informed schools attempt to resolve this conflict by adopting a universal approach to meet the needs of trauma-exposed youth – and to create safe and supportive schools

for all students. Learn about practical and implementable tools and strategies to create trauma-informed schools in your community.

Kathleen Whalen, MSW, Karaline Zeigler, MSW, Tulane University, New Orleans, LA

APS 08: Cultivating Resiliency through Kindness

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

The Random Acts of Kindness Foundation believes that all people can connect through kindness, which can create a foundation for success in schools and in society. This session introduces a FREE K-8 evidence-based social emotional learning curriculum rooted in kindness and linked to improving academic achievement and school climate while reducing behavioral issues. Participants in this session will participate in activities connecting gratitude and kindness to resiliency, while learning how to inspire and empower students to share kindness.

Karina Delaney, MSW, Brooke Jones, BA, Random Acts of Kindness Foundation, Denver, CO

APS 09: Don't Leave it to Chance: Tailoring Specific Trauma Interventions to Fit Your Classroom

Track: Education-Mental Health Integration & Collaboration

Often, trauma trainings lack practical strategies for managing a traumatized student's reactivity, which can quickly de-stabilize the whole class. This training, informed by Trauma-Systems Therapy, will teach participants about the effects of trauma on academic and social-emotional functioning, and will take teachers through a step-by-step process to track their own students' reactivity and learn how and when to intervene. Strategies for creating a trauma-sensitive classroom will also be discussed.

Lisa Baron, EdD, Alliance for Inclusion and Prevention, Boston, MA

APS 10: Getting It Together: A Group Therapy Model for Developing Maternal Resilience in the Wake of Complex Trauma

Track: Mental Health Intervention and Treatment (Tier 3)

Increasingly, evidence demonstrates the connection between students' complex trauma difficulties in school. Parental unresolved trauma histories impair children's development and school performance. Enhancing caretaker affect management occurs through a phase-oriented, skills-based group therapy model. Interventions include mind-body strategies, psycho-education, art-based activities, metaphor, brainstorming, and role-playing. Qualitative and quantitative data will be presented as evidence of the benefits of the model.

Terry Landon, LICSW, Wediko Children's Services, Boston, MA

APS 11: Impact of Trauma on Refugee & Immigrant Families: Strategies for Building Trauma-Informed School Communities

Track: Cultural Responsiveness & Equity

Provides an overview of trauma and how it impacts marginalized (i.e., refugee, immigrant) students, school staff, and the school community. By adopting a “trauma lens,” adults working with students will be better able to recognize signs of trauma as well as develop effective schoolwide and classroom-based strategies for creating an environment that is supportive of students. Finally, the audience will recognize how trauma affects adults who work with students exposed to trauma and develop a self-care plan to manage the impact of stress.

Claire Coyne, PhD, Rebecca Ford-Paz, PhD, Claudio Rivera, PhD, Carmen Holley, LCSW, Sisi Guo, PhD, Ann & Robert H. Lurie Children’s Hospital of Chicago Center for Childhood Resilience, Chicago, IL

APS 12: Moving the Needle on Culturally Responsive School-based Prevention and Mental Health Practices

Track: Cultural Responsiveness & Equity

This session presents preliminary findings for 3 research-based approaches to moving the needle on addressing discipline and mental health disparities among youth of color. Specifically, Double Check provides training, coaching, and professional development and leverages school-wide PBIS. GREET-STOP-PROMPT focuses on solutions to hypothesized malleable root causes that are most proximal to discipline decisions. Coping Power in the City addresses mental health issues among urban, high school aged youth.

*Catherine Bradshaw, PhD, University of Virginia, Charlottesville, VA
Clayton Cook, University of Minnesota, Minneapolis, MN
Duane Thomas, PhD, Sheppard Pratt Health System, Baltimore, MD
Dana Cunningham, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD*

APS 13: Promoting Educators’ Well-Being to Foster a Caring School Community

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Teaching is a very stressful profession and there has been increased awareness of the stresses faced by educators, including support staff and administrators. This workshop will review the theory and practices of the CARE Program. CARE (care4teacher.com) is an evidence-based program for teachers and others in caring professions. This workshop will include experiential activities that demonstrate key aspects of the CARE Program including short mindfulness practices and practices regarding emotional awareness and regulation.

Christa Turksma, Drs, CREATE, Stanwood, WA

APS 14: Seven State’s Successful Strategies to Support Sustainability of School Mental Health Programs

Track: Financing & Sustainability

This workshop will provide state and community leaders with strategies to integrate systems’ policy, procedures, and fiscal requirements that will support sustainability. Participants will learn innovative strategies used in 7-State Safe Schools/Healthy Students (SSHS) initiatives that integrated across the following distinct categories: infrastructure/system change, policy, workforce, generating support, data-driven decision-making, and financing/leveraging resources. These strategies lead to legislation and funding that supports long-term sustainability.

Elizabeth Freeman, MSW, American Institutes for Research, Washington, DC

Nancy A Lever, PhD, Sharon A Hoover, PhD, Elizabeth H Connors, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

Kelly Wells, MPA, American Institutes for Research, Washington, DC

APS 15: Trauma-Informed Must be Race-Informed: Culturally Affirming Practices to Partner with Students, Families, & Communities

Track: Cultural Responsiveness & Equity

Clinical interventions that do not factor in racial trauma or cultural resilience are failing our students and families of color. We have opportunities to: better understand and treat human suffering in its fullest form; and to envision and implement mental health strategies and supports rooted in cultural affirmation. The presenters invite all clinicians (and others!) ready and willing to embark on that journey of personal and industry-wide transformation to join us for this advanced skills workshop (including lecture, video clips, and partner exercises).

Cristina Combs, MSW, Mary Her, MSW LICSW, Chaneé A. Rudolph, MA MFT PhD, Evette Farley, MA LPCC, Amherst H. Wilder Foundation, St. Paul, MN

APS 16: You Can’t Do It Alone: Ohio County Schools’ Community and School Collaboration on Mental Health

Track: Education-Mental Health Integration & Collaboration

You cannot do it alone! We have learned that to best meet the needs of our students, having strong ties with our community is an absolute must! Please join this session to learn how collaborations with various community resources and mental health providers has helped our schools to establish a strong connection at all three Tier levels. The presenters will share best practices in approaching program development with community agencies. The presenters will also share many ideas to help participants’ school or agency begin to make connections that will ultimately lead to student success.

Allyson Kangisser, MA, Jessica Watt, MA, Pamela Thomas-Fazzini, MA, Ohio County Schools, Wheeling, WV

2:45-3:00 PM Break

Conference Session 9 – 3:00 p.m.-4:00 p.m.

CS 9.01: Beating the Odds: Our Effort to End Expulsion with ECMH-C

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

In Ohio, children are beating the odds and avoiding expulsion from early learning programs with the help of Early Childhood Mental Health Consultation (ECMHC). Choosing to expel a child from a learning environment is seen as a short-term solution for keeping learning environments safe, but it does not help the child get ready for school success nor the community ensure safer schools. In this session, participants will hear how we are working to beat the odds and end preschool expulsion at the local, state and national level.

Grace Schoessow, MS ECMHC, Greene County Educational Service Center, Yellow Springs, OH

CS 9.02: Behavior Goes Where Reinforcement Flows: Using Reinforcement at a System and Individual Level to Shape and Change Behavior

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

How is reinforcement a Tier 1 prevention strategy? In this presentation, participants will understand the critical components of a successful Tier 1 system, as well as a deeper look into reinforcement as a strategy within those critical components. Reinforcement, as a strategy, is: powerful, accessible, and an easy way to shape and change behaviors; however, it is often misunderstood or used in ineffective ways within a system and at the individual level.

Brooke Wagner, MSC SC, Frontier Community Coalition, Lovelock, NV

CS 9.03: Building Healthier Masculinities as a Foundation for Positive Mental Health in Adolescence: The WiseGuyz Program

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

The implementation of gender-based school mental health promotion is a critical gap for the field. As such, this session will describe WiseGuyz, a healthy relationships and masculinities resource for grade 9 boys that aims to improve mental health by deconstructing gender norms that confine and harm the well-being of boys. To help practitioners embed gender-based strategies into Tier 1 efforts, we will describe the research foundation for WiseGuyz, and discuss the program in detail with an experienced facilitator.

*Deinera Exner-Cortens, PhD MPH, University of Calgary, Calgary, AB
Stafford Perry, BFA, Calgary Sexual Health Centre, Calgary, AB*

CS 9.04: Collaborative School-Based Mental Health Services on a Shoestring Budget with a Focus on Creativity and Grace

Track: Education-Mental Health Integration & Collaboration

Family Service of Rhode Island and Providence Public School District staff will share how the collaborative team model has been implemented in Rhode Island. Highlighting the imbedding of mental health providers within schools as an additive resource for families, students and faculty have positively influenced the unique climate and culture of Providence schools. Discussion will highlight resource sharing and relationship strengthening with a focus on sustainability.

Marie Palumbo-Hayes, LICSW, Jennifer Schwarz, LMHC NCC, Family Service of Rhode Island, Providence, RI

Gail Mastropietro, Providence Public School District, Providence, RI

CS 9.05: Development and Three Year Pilot of an Evidence-Informed Mental Health Promotion Program for LGBT2Q+ Youth

Track: Prevention and Early Intervention (Tier 2)

LGBT2Q+ youth experience inequitable rates of depression and stress compared to their peers, in large part because of minority stress and discrimination. This presentation describes the development and implementation of the Healthy Relationships Program for LGBT2Q+ youth, which was adapted from an evidence-informed mental health promotion program for youth. We will describe the process for engaging youth and educators in the development process and highlight our evaluation findings from a three year pilot.

Claire Crooks, PhD, Alicia Lapointe, PhD, Centre for School Mental Health, Western University, London, ON

CS 9.06: Early Warning System: What is it, Who is it, and How it Helps Students Succeed in Schools

Track: Prevention and Early Intervention (Tier 2)

This presentation describe Mahoning County's Early Warning System and how the partnership between a local community behavioral health provider, the juvenile court, and a school district addressed the needs of at-risk students. The presenters will discuss the framework of identifying students, screening, and referral for support services. The presenters will review the support services implemented to promote student success within the school building and outside of the school building. The presentation will conclude with the outcomes and lessons learned.

Jamie Miller, Masters, Alta Behavioral Healthcare; Theresa Dellick, JD, Mahoning County Juvenile Court, Youngstown, OH

CS 9.07: Evaluating the Fidelity and Outcomes of New Hampshire's Multi-tiered System of Supports for Behavioral Health and Wellness

Track: Implementation Science and Practice

This presentation will describe the ongoing evaluation of New Hampshire's Multi-tiered System of Supports (MTSS). MTSS-B fidelity is monitored using an "enhanced" version of the Tiered Fidelity Inventory (TFI). TFI scores tightly mirrored changes in rates of office discipline referrals (ODRs). The reduction in ODRs gained considerable time for students and administrators. Within MTSS-B, schools improved access to behavioral health services in different ways, depending on the local context. High-fidelity MTSS-B is a powerful lever for change.

Megan Edwards, PsyD, Antioch University New England, Keene, NH
Jim Fauth, PhD, Center for Behavioral Health Innovation, Keene, NH

CS 9.08: ISF Implementation Inventory: A Fidelity Tool to Promote PBIS and Mental Health Integration

Track: Education-Mental Health Integration & Collaboration

The Interconnected Systems Framework (ISF) Implementation Inventory is a fidelity tool developed to assess integration of Positive Behavioral Interventions and Supports (PBIS) and Mental Health. The instrument measures implementation at each tier across five domains (e.g., teaming, family and youth engagement, data-based decision making). This session will highlight results of a psychometric study, as well as plans to update and disseminate the tool. A site installing the Interconnected Systems Framework will share their experience using the ISF-II at repeated time points.

Joni Splett, PhD, University of Florida, Gainesville, FL
Kelly Perales, LCSW, Midwest PBIS Network, Hummels, PA; Mark Weist, PhD, University of South Carolina, Columbia, SC

CS 9.09: Leveraging Technology to Help Support Students' Mental Health Needs: Of Course There's an App for That!

Track: Mental Health Intervention and Treatment (Tier 3)

Learning cannot occur, regardless of the strategies or curriculum used, if students do not possess the appropriate social and emotional skills to attend and engage in classroom activities, manage their own behavior, and effectively deal with life's challenges and stressors. Join this mother-daughter "team" to learn about various technology tools that can help children and young adults build resilience and more effectively deal with their own mental health needs in and outside of the school setting.

Melissa Jones-Bromenshenkel, PhD, Sophia Jones, Eastern Illinois University, Charleston, IL

CS 9.10: Preventing and Minimizing Human Trafficking of Youth with Professional Collaboration

Track: Mental Health Intervention and Treatment (Tier 3)

Sex trafficking of youth is a major problem in and out of America's schools. It has been known to inflate mental health issues and lead to disease, trauma, and early death. Mental health professionals in schools are well-positioned to both help victims and reduce trafficking. This session will share human traffic definitions, statistics, recruitment tactics, and how to recognize, protect, assist, and advocate for past, present, and future victims.

Judith Spieth Justice, EdD, Indiana Wesleyan University, Marion, IN
Delila Owens, PhD, The University of Akron, Akron, OH

CS 9.11: Promoting Mental Health in School Settings with Video Games

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

This workshop will explore the role of video games in the promotion of mental health in schools at both the primary and secondary levels. Participants will learn how to select and design effective psychotherapeutic video games and learn how to overcome common challenges and concerns.

Casey Frechette, PhD, University of South Florida St. Petersburg, St. Petersburg, FL

CS 9.12: Scotty, Beam Me Up! (or at least to the next school): Telepsychiatry in Schools

Track: Education-Mental Health Integration & Collaboration

This presentation will review the role of the psychiatrist in schools, best practices related to clinical and administrative procedures in telepsychiatry, billing and reimbursement strategies, an effective consultation model, and highlight three school mental health programs that have utilized telepsychiatry. The unique perspectives of clinicians and psychiatry fellows, as well as opportunities and challenges, lessons learned and implications for best practice in comprehensive school mental health will be discussed.

Dana Cunningham, PhD, Kelly Willis, LCSWC, Jennifer Cox, LCSWC, Rachel Bolan, MS, Stephanie Moore, MEd, Tiffany Beason, MA, Elizabeth Connors, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

CS 9.13: Stakeholder Input as the Key to Problem-Solving Disproportionate Discipline

Track: Cultural Responsiveness & Equity

Disparities in school discipline by race and disability status have been well documented throughout the country. However, evidence-based guidance for ensuring equitable outcomes is limited. This presentation will review one state's approach to building district and school capacity for addressing disproportionate discipline with a specific focus obtaining and using input from families, educators and students as part of team-based problem-solving. Participants will be provided access to resources.

Rebecca Webster, MEd, Florida's Positive Behavioral Interventions and Supports (FLPBIS), Tampa, FL

CS 9.14: Strategies to Support Students with Anxiety in the Classroom**Track: Mental Health Intervention and Treatment (Tier 3)**

In this session, participants will learn how to recognize the signs and triggers of individuals who are experiencing anxiety, utilize suggested strategies to decrease students' anxiety, and maximize opportunities in order for students to access supportive strategies. Presenters will highlight up to date research, evidence-based application of strategies, access to resources, as well as sharing personal experiences parenting individuals with mental health disorders.

Krista Kapczynski, MS, Chester County IU 24, Downingtown, PA

Amy Fichter, MS BCBA, Chester County Intermediate Unit, West Grove, PA

CS 9.15: Trauma-Informed Multi-Tiered Systems of Support**Track: School Climate, Social Emotional Learning, and Mental Health Promotion**

Participants will discuss how trauma-informed practices and policies may already be in place and how to embed those within multi-tiered systems of support as well as how a trauma-informed lens can strengthen Multi-tiered System of Supports (MTSS). Participants will also have opportunities to examine their existing MTSS and apply a trauma-informed lens in response to prompts/themes. Finally, participants will have the opportunity to identify next steps and begin to collaborate with colleagues to identify and address policies and practices that support a trauma-informed MTSS.

Christina Pate, PhD, Jenny Betz, MA, WestEd, Los Alamitos, CA

CS 9.16: Youth Spirituality, Religiosity, and Mental Health: Implications for School Mental Health Providers**Track: Cultural Responsiveness & Equity**

Religion and spirituality are important aspects of adolescents' lives. However, when students articulate a strong commitment to their spiritual and religious beliefs, appropriately addressing this aspect of cultural diversity within school systems can be perplexing. As such, the purpose of this presentation is to a) present a set of proposed spiritual/religious practice competencies developed for psychologists and school counselors and b) facilitate a collaborative discussion regarding the implications for school mental health providers.

Janise Parker, PhD, The College of William and Mary, Williamsburg, VA

4:00-4:15 PM Break

Symposia – 4:15 p.m.-5:45 p.m.

SYM 01: Building Capacity for School Mental Health through Nevada’s Collaboratory: Creating SPACE over PLACE to Support Statewide Strategies

Track: Financing & Sustainability

This workshop will provide administrators, policy makers, and state and community leaders with strategies to integrate state and local systems’ policy, procedures, directives, mandates and fiscal requirements that will support school mental health (SMH) sustainability. Participants will learn innovative strategies used in Nevada’s Safe Schools/Healthy Students (SSHS) and the Social Workers in Schools initiatives that assisted with the integration of policy, cross system partners, shared resources, legislation and funding that supports long-term sustainability and scale-up of SMH programming across NV.

Pat Sanborn, MA, Christine McGill, MA, Amber Reid, MSW, Nevada Department of Education, Carson City, NV

SYM 02: Building Capacity for School Staff through Training in and Implementation of Evidence-Based Mental Health Interventions

Track: Implementation Science and Practice

This presentation will examine how training and implementation drivers of evidence-based mental health interventions related to school staff capacity. The presentations will examine implementation in schools participating in the Project Advancing Wellness and Resilience Education (AWARE-SEA) grant program, dissemination of the Classroom Check Up (CCU), a consultation model that assists teachers in classroom management skills, and implementation as a moderator of the effect of dialectical behavior therapy (DBT) and SPARCS on school climate.

*Anna Yaros, PhD, Lissette Saavedra, PhD, Duren Banks, PhD, RTI International, Durham, NC
Joanna Prout, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD
Lisa Selby, LCPC, Baltimore County Public Schools, Baltimore, MD*

SYM 03: Community School Partnerships Essential to Multi-Tiered Systems of Support

Track: Education-Mental Health Integration & Collaboration

Join us to learn about WV Project Advancing Wellness and Resilience Education’s (AWARE) strategies and successes in building and strengthening community school partnerships to support student mental health within the WV Expanded School Mental Health/Multi-tiered System of Supports (MTSS) framework. The symposium will present the perspective of a local education agency, state mental health first aid coordinator and the state coordinator on enhancing multi-

tiered systems of mental health supports, evidence based practices, school level data and outcomes, state level policy and practice and support for sustainability.

Jackie Payne, MSW, Dianna Bailey-Miller, B.A., WV Autism Training Center Marshall University, Huntington, WV

Kelli Holmes, BA MEd, Wood County School, Parkersburg, WV

Perry Blankenship, B.A. B,Th MA, M.DIV MBA M.Ed, McDowell County Schools, Welch, WV

Joni Greenberg, BSW MA, Berkeley County Schools, Martinsburg, WV

SYM 04: Critical Components of Planning and Practice Toward Creating Trauma-Informed Schools

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Trauma-informed practice is critical to meeting students' emotional and academic needs. Symposium participants will learn about: a district-level process of creating trauma-informed schools; important assessment tools, including the Trauma-Responsive School Implementation Assessment (TRS-IA), being used to plan and enhance school-based practice and programs; and a training model that enhances the community- and school-based mental health workforce that is dedicated to supporting trauma-informed practice in the field.

Caryn Curry, MA, Tali Raviv, PhD, Lurie Children's Hospital, Center for Childhood Resilience, Chicago, IL

Elizabeth deGruy, EdD, Champaign Unit 4 School District, Champaign, IL

Vivien Villaverde, MSSW PPSC LCSW, Marleen Wong, PhD LCSW, Pamela Vona, MA MPH, University of Southern California, School of Social Work, Treatment and Services Adaptation Center for Trauma in Schools, Los Angeles, CA

SYM 05: Diverse Students in Current Times: Utilizing Culturally Responsive School-Based Services to Address Mental Health Needs

Track: Cultural Responsiveness & Equity

Recognizing and applying cultural competency, responsiveness and cultural humility in teaching and working effectively with students have become imperatives in educational settings. Culture is often an important resource for students but may also be a source of challenge when it comes to seeking help for mental wellness. While psychological stressors impact all, some, such as Latino/as and Asian and Asian Americans, also underutilize community mental health services. Systems disparities will be addressed with school intervention strategies.

Matthew Mock, PhD, John F. Kennedy University, Pleasant Hill, CA

SYM 06: Implementing Evidence-based Practice in School Mental Health: Student Retention, Fidelity and Provider Perspectives

Track: Implementation Science and Practice

This symposium includes three presentations that assess the real world implementation of measurement-based care (MBC) in school mental health (SMH). The first presentation identifies

predictors of retention in SMH. The second presentation evaluates whether MBC was delivered with fidelity in SMH services, finding that fidelity of entry into registry, initial assessment and progress monitoring varied widely. The final presentation explores SMH clinician and supervisor perspectives related to barriers and facilitators to implementing MBC in SMH.

Kelly Whitaker, PhD, School Mental Health Assessment, Research, and Training (SMART) Center, Seattle, WA

Aaron Lyon, PhD, Semret Nicodimos, MPH, Shaina Coogan, MPH, UW SMART Center, Seattle, WA

SYM 07: An Implementation Guide to the Interconnected Systems Framework: Monograph Volume Two with Workbook and Training Curriculum

Track: Education-Mental Health Integration & Collaboration

This session will provide a detailed overview of the recently published second volume of the original Interconnected Systems Framework (ISF) Monograph. This Implementation Guide provides ISF facilitators with strategies and examples of installing an Interconnected Systems Framework. In addition, participants will receive an overview of the training curriculum and workbook used to align and integrate school mental health and school-wide Positive Behavioral Intervention and Supports (PBIS). Examples of the use of these materials from knowledge development sites will be shared.

Kelly Perales, MSW, Midwest PBIS Network, Hummelstown, PA

Katie Pohlman, MSW, Midwest PBIS Network, Troy, IL

Susan Barrett, MS, MidAtlantic PBIS Network, Santa Rosa, CA

SYM 08: Infrastructure Development and Implementation of a Statewide Trauma-Informed School Mental Health Framework in Connecticut

Track: Education-Mental Health Integration & Collaboration

This symposium describes statewide efforts in Connecticut to develop an infrastructure for advancing trauma-informed school mental health at the systems level and details specific implementation efforts and outcomes related to an ongoing, five-year statewide dissemination of Cognitive-Behavioral Intervention for Trauma in Schools (CBITS) and Bounce Back trauma interventions in schools. Presented by a collaborative team of stakeholders, this session provides both policy and systems-level approaches as well as detailed dissemination and implementation strategies and outcomes.

Jeana Bracey, PhD, Jason Lang, PhD, Diana Perry, PsyD, Jeffrey Vanderploeg, PhD Child Health and Development Institute, Farmington, CT

Cecilia Singh, PhD, Yale University Child Study Center, New Haven, CT

Scott Newgass, MSW LCSW, CT State Department of Education, Hartford, CT

SYM 09: Moving the Field Forward: Using Technology to Increase School Mental Health Practitioners' Skills in Using Data & EBP

Track: Implementation Science and Practice

School Mental Health Professionals (SMHPs) consistently report challenges using data and finding Evidence-Based Practices (EBPs). Two of the main barriers identified by recent research relates to school mental health practitioners (SMHPs) saying they do not have access and/or the ability to find ongoing support from experts and peers in developing competence with data and EBP skills. This symposium presents 3 related projects developed by a team of school social work researchers and practitioners to use technology to build SMHP's capacity. All examples from the projects are free and will be shared!

Michael Kelly, PhD, Loyola University Chicago School of Social Work, Oak Park, IL

Andy Brake, PhD, NEIU, Chicago, IL

Marjorie Colindres, MSW, Glenbard District 87, Willowbrook, IL

Michele Patak-Pietrefesa, MSW, Ohio State University, Columbus, OH

SYM 10: Promoting School Safety Through an Emotional and Behavioral Health Crisis Response and Prevention Model: Research Findings

Track: Implementation Science and Practice

The "worst case" scenario is always a possibility. However, crises in the school environment more typically include a continuum of incidents related to students' overall emotional and behavioral health and various factors that may influence it. Learn how Baltimore County Public School System, a large and unique school system covering 612 square miles including urban, suburban, and rural areas, has worked to address the growing emotional and behavioral health needs of their students, schools and families through a school safety initiative.

*Cindy Nguyen, LCSWC, April Lewis, MS, Torie Townsend, LCSWC, Lisa Friedman, LCSWC
Baltimore County Public Schools, Baltimore, MD*

*Jill Bohnenkamp, PhD, Sharon Hoover, PhD, Center for School Mental Health, University of
Maryland School of Medicine, Baltimore, MD*

SYM 11: Public Health Interventions in Schools

Track: Mental Health Intervention and Treatment (Tier 3)

Psychiatric interventions on pediatric populations have demonstrated improved overall health in later development, making mental health a public health priority. This symposium will discuss how working with schools to track academic impact, introducing substance treatment, providing training to educators in recognizing mental health issues, and focusing on at-risk youth can further build on psychiatric interventions as a greater promoter to public health in schools. Mental health and substance use outcomes in school settings will be reviewed.

*Kristie Ladegard, MD, Christian Thurstone, MD, Elizabeth Erickson, DO, Denver Health and
Hospital Authority, Denver, CO*

Erika Ryst, MD, University of Nevada Reno College of Education, Reno, NV

*Sheryl Kataoka, MD, University of California Los Angeles Psychiatry Training Program, Los
Angeles, CA*

SYM 12: Three Perspectives on Establishing Sustainable School-Community Partnerships through Effective Collaborations

Track: Education-Mental Health Integration & Collaboration

This presentation will focus on school-community partnerships from three perspectives: small, medium and large school divisions (in size) covering suburban, rural and urban areas. Three Project Advancing Wellness and Resilience Education (AWARE) Local Education Agency (LEAs), community partners, and member of the State Education Agency (SEA) will discuss how school systems and community agencies can partner together to create sustainable practices that promote the well-being of children, youth, and families.

Kim Dupre, MEd, The Center for School-Community Collaboration Virginia Commonwealth University, Richmond, VA

Betty Petersilia, MSW, Healthy Minds Fairfax, Fairfax, VA; Jennifer Baldwin, MEd, Montgomery County Public Schools, Christiansburg, VA

Jennifer Polanco, LPC, Pulaski County Public Schools, Pulaski, VA

Jeanne Veraska, MSW, Fairfax County Public Schools, Fairfax, VA

Christopher Taylor, LCSW, New River Valley Community Services, Blacksburg, VA

SYM 13: Tipping Point: Getting to Wide Scale Adoption of Quality, Comprehensive School Behavioral Health

Track: Education-Mental Health Integration & Collaboration

This session builds upon the work of an Expert Panel on school mental health (SMH) convened by SAMHSA and HRSA in the fall of 2017. Many recognize the need to get to a “Tipping Point” in the adoption of SMH systems. It’s time... many schools are implementing SMH systems based on student needs and the knowledge that mental health and learning are inextricably linked and others are coming on board. The session will highlight SMH policy and practice, mobilize partnerships and energize participant leadership. Presenters will share and discuss lessons learned across the country.

Sharon Hoover, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

John Crocker, MEd, Director of Guidance, PK-12, Methuen, MA

SYM 14: Using Motivational Interviewing to Optimize Implementation of Prevention Programs for Youth, Families, and Teachers

Track: Prevention and Early Intervention (Tier 2)

Many practitioners are expressing interest in the use of Motivational Interviewing (MI) techniques to optimize participant engagement in programs and related behavior change processes. Yet, there is a growing need for context-specific training and assessment systems to evaluate and track MI skill development from competency to proficiency. This presentation

describes three applications of MI when used to engage children, families, and school staff in school-based services and programs. Particular attention will be paid to issues of measurement.

Catherine Bradshaw, PhD, University of Virginia, Curry School of Education & Faculty Development, Charlottesville, VA

Andy Frey, PhD, University of Louisville, Kent School of Social Work, Louisville, KY

Jonathan Lee, PhD, Northern Arizona University, Flagstaff, AZ

Jason Small, MPP, Oregon Research Institute, Eugene, OR

Elise Pas, PhD, Johns Hopkins University, Bloomberg School of Public Health, Baltimore, MD

Julie Owens, PhD, Ohio University, Athens, OH

SYM 15: ESSA and School Mental Health

Part One: How ESSA State Plans Address (or don't) Mental and Behavioral Health: Opportunities for Advocacy

Track: Advocacy & Policy

The National Association of School Psychologists analyzed each Every Student Succeed Act (ESSA) state plan to answer the following questions: “To what extent do ESSA plans address access to mental and behavioral health providers?” and “To what extent do ESSA state plans address access to comprehensive mental and behavioral health services?” This session will share results of the analysis and provide concrete steps that advocates, educators, and policymakers can take to work with their states to advance access to mental and behavioral health in schools.

Kelly Vaillancourt, PhD, National Association of School Psychologists, Bethesda, MD

Part Two: Where the Rubber Hits the Road: Leveraging the Every Student Succeeds Act (ESSA) State Plan to Support School Mental Health

Track: Advocacy & Policy

While the Every Student Succeeds Act (ESSA) provides new opportunities to support the mental health of students and staff, there is a lack of guidance on exactly how administrators, mental health professionals, advocates, and families can identify and ensure their state and/or local education agency (LEA) are investing in the necessary mental health supports that are allowed under ESSA. In this presentation, participants will gain an awareness of what is in their own state's ESSA plan and identify “calls to action” to take back to their community to engage in the development of LEA plans under ESSA.

Jessica Lawrence, MS, Cairn Guidance, Morehead, KY; Elizabeth Thorne, MPH, Cairn Guidance, Portland, OR

**SYM 16: Training Staff in Evidence-Based Practices to Create Trauma Informed Schools
Part One: In it Together: Training Graduate Interns in Evidence-based Practices to Treat Trauma in Schools**

Track: Education-Mental Health Integration & Collaboration

The Center for Trauma Care in Schools (CTCS) will describe the Trauma-Focused Internship Program (TFIP) that has been implemented in the Boston area. TFIP is a collaboration between CTCS, graduate field placement departments and site supervisors in public schools working together to train cohorts of interns in evidence-based practices to treat trauma in schools. The content and benefits of the program as well as practical advice for overcoming barriers to program implementation will be discussed.

Paul Reinert, LICSW, Lisa Baron, PhD, Bob Kilkenny, EdD, Meg Smith, LICSW, Susan Lovett, LICSW, Alliance for Inclusion and Prevention, Boston, MA

Part Two: Using Training-of-Trainer Model to Build a Trauma Informed School and Staff

Track: Education-Mental Health Integration & Collaboration

In this session, learn about an approach to build a school staff that is trauma-informed. The content, process, and data from a training-of-trainer model will be reviewed and shared so participants are able to return to their school and begin using the content. This model highlights the expertise counselors and other school personnel already have and provides a way for them to increase the capacity of all staff to support students impacted by trauma.

Katie Pohlman, Masters Social Work, Ami Flammini, Masters Social Work, Midwest PBIS Network, Lisle, IL

**5:45-7:00 PM Poster Board Session and
Complimentary Networking Reception**

(Come enjoy the entertainment and a taste of Las Vegas food!)

#NoFilter: Social Media Interview for Adolescents

Presenter(s): Dana Elmquist, MEd, Courtney McLaughlin, PhD, Chelshea Thompson, MEd, Indiana University of Pennsylvania

After the Crisis: The Traumatic Event Crisis Intervention Plan (TECIP)

Presenter(s): Michael Markowitz, MEd, Jennifer Haddow, MEd, Crisis Oriented Planning & Educational Services LLC (COPES Consulting)

AWARE Mental Health & School Partnership: Working Together to Make Learning Work

Presenter(s): Megan LaPalm, EdS, Washington OSPI, Michelle Maike, MA, Maike & Associates, Jodie DesBiens, MA, Northwest ESD 189, Deb Drandoff, MEd, Washington ESD 112, Sara Ellsworth, MA, Capital Region ESD 113

Collaborating for Student Success: The Role of School-Based Mental Health Staff in MTSS

Presenter(s): Melissa Di Scala, PsyD, Marlon Morgan, MA, Wellness Together

Collaboration & Supports That Build an Effective Tier 2 Program

Presenter(s): Jessica Watt, M Ed, Ohio County Schools, Tiffany Pittman, MA, Marshall University School Health Technical Assistance Center, Conrae Lucas-Adkins, PsyD, Marshall University College of Education and Professional Development, Andrea Trio, MS, Ohio County Schools

Collaboration: An Essential Ingredient to Effective School Behavioral Health

Presenter(s): Victoria Rizzardi, MEd, Tristan Collier, BS, Courtnie Smith, PsyD, University of South Carolina - School Behavioral Health Team

Collaborative Processes for Critical Problem Solving in School Communities

Presenter(s): Rebecca Toll, MNM, Melissa George, PhD, Colorado State University

Comparing School Mental Health Services in Elementary and Middle-High Schools using Clinician Reports

Presenter(s): Casey Chandler, BA, University of Washington School of Medicine; Psychiatry & Behavioral Sciences; School Mental Health Assessment, Research, and Training (SMART) Center, Julie de Losada, MS, Skagit County Public Health, Kelly Whitaker, PhD, Jodie Buntain-Ricklefs, PhD, Eric Bruns, PhD, Aaron Lyon, PhD, University of Washington School of Medicine; Psychiatry & Behavioral Sciences; School Mental Health Assessment, Research, and Training (SMART) Center

Connecting Schools, Families & Communities via Concrete Supports to Improve Outcomes: The Role of a Family Engagement Specialist

Presenter(s): Samantha Hartley, BA, Josh Bradley, BA, Courtnie Smith, PsyD, University of South Carolina, Aditi Srivastav Bussells, MPH, Children's Trust of South Carolina, Mark Weist, PhD, University of South Carolina

Designing and Implementing an Ethical Evaluation of Youth Participatory Action Research

Presenter(s): Jack Baker, BS, Miami University

Embedding Staff Self-Care into MTSS Logic for Those Working in Juvenile Correctional and Residential Settings

Presenter(s): Kristine Jolivette, PhD, Nicole Swoszowski, PhD, University of Alabama, Skip Kumm, MAT, University of Illinois-Chicago, Sara Sanders, MS, Kansas State University, Brandis Ansley, MS, Georgia State University

Empowering Practitioners to Advocate for Crisis Prevention and Intervention Protocol

Presenter(s): Jenifer Athanaico, MA, Stacey Bolyard, ED, Fremot Unified School District

Establish-Maintain-Restore: A Brief Training for Teachers Improves Student Behavior and Student-Teacher Relationships

Presenter(s): Lillian Nguyen, BS, University of Washington: School Mental Health Assessment, Research, & Training (SMART) Center, Mylien Duong, PhD, University of Washington: School of Medicine, Psychiatry and Behavioral Sciences, Clayton Cook, PhD, University of Minnesota: College of Education + Human Development, Educational Psychology

Examining Barriers and Facilitators to Implementing Integrated School Mental Health in Rural Communities

Presenter(s): Andy Garbacz, PhD, Craig Albers, PhD, University of Wisconsin-Madison

Examining Incredible Years Parenting Program to Support Children's Mental Health

Presenter(s): Chelshea Thompson, MEd, Courtney McLaughlin, PhD, Indiana University of Pennsylvania

Exploring the Intersections of Art, Education and Well-being: A Community-Based Mental Health and Wellness Initiative

Presenter(s): Jane Both Gragg, PhD, Lauren Wooster, MA, Stephanie Quan, PhD, University of Redlands

Fighting Stigma in Schools with NAMI's Ending the Silence Program for Students, School Staff and Families

Presenter(s): Jennifer Rothman, BA, NAMI

Formative Evaluation of a School-based Creative Therapy Recording Studio Program to Engage Youth in Mental Health Services

Presenter(s): Nathan Luecking, MSW, DC Department of Behavioral Health, School Mental Health Program, Jennifer Allen, MPH, DC Department of Behavioral Health, Applied Research & Evaluation, Erica Barnes, MSW, DC Department of Behavioral Health, School Mental Health Program, Stehpony Humphrey, MSW, Meghan JaKa, PhD, Crystal Williams, PhD, DC Department of Behavioral Health, Applied Research & Evaluation

From Implementation to Impact: Mental Health Program Growth in NYC Community Schools

Presenter(s): Rachel Wasserman, LMSW, New York City Office of School Health, School Mental Health Unit

Hearing the Voices of Parents: Experiences of Stress in Parenting Children with Emotional and Behavioral Disorders

Presenter(s): Marissa Miller, PhD, Mark Weist, PhD, University of South Carolina, Allison Brazendale, PsyD, Autism Academy of South Carolina

Home, School, Community: An Integrated Approach to Improving Students' Academic, Behavioral, and Social-Emotional Outcomes

Presenter(s): Debra Bennett, Education Specialist, Kimberly Leverett, PhD, Pontiac School District

Impact of a University-School Partnership on Elementary School Students' Anxiety

Presenter(s): Jennifer Cooper, PhD, National Louis University

Incremental Benefits of a Daily Report Card Over Time for Youth with Disruptive Behavior: Replication and Extension

Presenter(s): Alex Holdaway, PhD, Cincinnati Children's Hospital, Julie Sarno Owens, PhD, Steven W. Evans, PhD, Ohio University, Erika K. Coles, PhD, Florida International University, Theresa E. Egan, MA, Ohio University

Interdisciplinary Collaboration to Assess Needs and Resources of Schools in Connection with the Opioid Epidemic

Presenter(s): Sara Burke, PhD, Britt Burlile, MSN, Renee Dallal, MS, Hannah Dinnen, MA MEd, Paul Flaspohler, PhD, Miami University

It's a Match! Merging Macro-Level Data Collection with Micro-Level Student Behavioral Health Markers to Drive Positive Impact

Presenter(s): Heather Hermansen, MPA, Office of School Health, Todd Karlin, PsyD, Astor Services for Children and Families, Rebecca Scefonas, LMSW, Department of Education, Office of School Health, Devanshi Tripathi, MPH, NYC Department of Health and Mental Hygiene, Office of School Health

Legally Defensible, Compliant, and Consistent Mental Health Documentation System For California Public Schools

Presenter(s): Natasha King, MACP, San Mateo County Office of Education, SELPA

Mental Health Screening Practices Among a National Sample of School Districts

Presenter(s): Taneisha A. Carter, BA, Elizabeth H. Connors, PhD, Center for School Mental Health; University of Maryland School of Medicine, Sabrina Ereshefsky, University of Maryland Baltimore County, Jill Bohenkamp, PhD, Nancy A. Lever, PhD, Sharon A. Hoover, PhD, Center for School Mental Health; University of Maryland School of Medicine

Partnering with School Health Centers: Supporting Success for Pregnant & Parenting Youth

Presenter(s): Sally Lemke, DNP, Kelly Lemke, MSW, Rush University Medical Center

Prevalence of Youth Bias Victimization among Middle and High School Students in an Urban Low-Income School Setting

Presenter(s): Michael Silverstein, BA, Chandler Puhly, BS, Chelsea Day, BS, Brian Daly, PhD, Drexel University, Lisa Jones, PhD, University of New Hampshire

Project KIND: Keys to Improvement for Necessary Development

Presenter(s): Marie Economos, MA CFLE, Ohio State University Extension

Promoting School Membership Through the Strength-Based Approach: A Cross-cultural Comparison

Presenter(s): Chunyan Yang, PhD, Meiki Chan, BSSc, Chun Chen, MEd, Michael Furlong, PhD, Erin Dowdy, PhD, University of California, Santa Barbara

Providing Engaging and Effective Professional Development to School Communities on Social, Emotional and Behavioral Health

Presenter(s): Molly Jordan, MSW LICSW, Shella Dennery, PhD MSW LICSW, Andie Fox, MEd MSW LICSW, Boston Children's Hospital

Racial Differences in Students' Perceptions of School-based Mental Health Services

Presenter(s): Kristine Lee, BA, University of Washington

Readiness Factors for Implementation Innovation in a Special Education District

Presenter(s): Hayley Goldenthal, MA, Center for Childhood Resilience

Safe Schools/Healthy Students Framework Implementation Toolkit (SS/HS FIT)

Presenter(s): Kelly Wells, MPA, Mary Thorngren, MS CHES, American Institutes for Research

School and Community-based A-CRA Treatment: Examining Differences in Adolescents' Outcomes Following 3 Months of Treatment

Presenter(s): Vinetra King, PhD, University of Alabama at Birmingham

School-Family-Community Partnership to Increase School Mental Health Access: Parent Engagement Impact on Youth Services

Presenter(s): Tasha Henderson, BSEd, Angelic Dean, MS, Community and Youth Collaborative Institute (CAYCI), Dawn Anderson-Butcher, PhD, The Ohio State University, College of Social Work, Catelen Ramsey, MSW LSW, Community and Youth Collaborative Institute (CAYCI)

School Psychiatry Service Structures and Processes to Inform Ongoing Training and Quality Improvement

Presenter(s): Stephanie Moore, MEd, University of California, Santa Barbara; University of Maryland, Elizabeth Connors, PhD, Jennifer Cox, LCSW C, Kelly Willis, LCSW C, Sharon Hoover, PhD, Center for School Mental Health; University of Maryland School of Medicine, Baltimore, MD

School, Teacher, and Student Factors that Predict Use of Effective Classroom Management Practices

Presenter(s): Ayanna C. Troutman, Spelman College, Julie S. Owens, PhD, John Monopoli, MA, Steve W. Evans, PhD, Ohio State University, Erika K. Coles, PhD, Florida International University

SEARCH-ing for Resilience in Youth Impacted by Parental HIV/AIDS in China

Presenter(s): Heather McDaniel, PhD, University of Virginia, Amanda Fairchild, PhD, Xiaoming Li, PhD, University of South Carolina

Seizing Opportunities Amid Challenges for Serving the Greater Good: The Facilitation of the Success of Multi-cultural Diverse Students Through Multi-pronged Strategies

Presenter(s): Matthew Mock, PhD, John F. Kennedy University

Social Emotional Learning Through Sport: Implementation Strategies of the LiFEsports Initiative

Presenter(s): Erica Magier, BSSW, Tasha Henderson, BSEd, The Ohio State University, College of Social Work, Samantha Bates, PhD, Texas Christian University, Dawn Anderson-Butcher, PhD, The Ohio State University, College of Social Work

Stakeholder-Driven Adaptation of Measures of the Organizational Implementation Context in Schools

Presenter(s): Elissa Picozzi, BA, Chayna Davis, PhD, University of Washington School of Medicine SMART Center

Strategies, Resources, and Activities to Build Skills among High School Youth

Presenter(s): Samantha Bates, PhD, Texas Christian University, Luke O'Quinn, BSW, University of Southern California

Teacher Attunement to Students' Peer Relationships

Presenter(s): Amori Mikami, PhD, University of British Columbia, Julie Owens, PhD, Ohio University

The "Behavioral Costume" a Drama Therapy Approach to Understanding and Preventing Bullying Manifestations

Presenter(s): Darci Burch, MA, ENACT, Inc.

The Coming Floods: Is School Mental Health Ready for the Climate Crisis?

Presenter(s): Erik Reinbergs, MEd, Sara Fefer, PhD, UMass Amhers

The Impact of Community-Based Teacher Education on Pre-Service Urban Educators

Presenter(s): Jack Baker, BS, Maddie Hayes, BA, Hannah Caudill, BA, Miami University

The Impact of Restorative Practices in Schools on Student Internal and External Experiences

Presenter(s): Ashley Mayworm, PhD, Lauren Carr, EdM MA, Loyola University Chicago

The Last Piece of the Puzzle... Using Effective Tools to Get the Whole Picture

Presenter(s): Rhonda Harris, MSW LSW, Kelly Petaccio, MS LPC, Griffin Spalding County Schools

The MU Bridge Program: School-Based Psychiatry

Presenter(s): Carole Schutz, MS RN, Chris Petner, RN ADN, Anna Compton, RN MSN, MU Bridge Program: School-Based Psychiatry, University of Missouri, Department of Psychiatry

The SPARK Model Supporting Resilient Teachers: Using a School-Based Mental Health Intervention to Support Early Childhood Education

Presenter(s): Sarah Anais Mejia, MA, Katherine Parodi, EdM, Boston University School of Education, The SPARK Center at Boston Medical Center, Lindsay Emery, MS, Beatriz Bello, MS, The Center for Multicultural Training in Psychology (CMTP) at Boston Medical Center, The SPARK Center at Boston Medical Center, Alyssa Orinstein, PhD, The SPARK Center at Boston Medical Center, Natalie Casey, EdM, Boston University School of Education, The SPARK Center at Boston Medical Center

The Student Services Facilitator: Unlocking Student Access

Presenter(s): Vernessa Bowles, PhD, Charlotte-Mecklenburg Schools

Tier 2 Implementation in WV Expanded School Mental Health Programs

Presenter(s): Conrae Lucas-Adkins, PsyD, Marshall University College of Education and Professional Development

TRAILS – A Sustainable School Mental Health Model

Presenter(s): Lauren Kazee, LMSW, University of Michigan

Training Teachers and School Mental Health Providers: Cultural-Relational Bridging and Social Justice through Film Narratives

Presenter(s): Matthew Mock, PhD, John F. Kennedy University

Transforming Mental Health Stigma Through Prevention, Education and Partnerships

Presenter(s): Phyllis Reed, Masters of Education Administration and Masters of Physical Education, Kristi Elliott, Masters of Arts and Health and Physical Education, Colorado Department of Education

Translating a Father Engagement Program from Clinic to School: Lessons Learned in an Authentic Setting

Presenter(s): Kellina Pyle, PhD, University at Buffalo, SUNY

Universal Social, Emotional, and Behavioral Curricula in the Schools: An Exploration of State and District Guidance

Presenter(s): Stephanie Long, MS, Kristin Nissen, MS CAGS, Northeastern University, Emily Auerbach, MA, Taylor Koriakin, MA, University of Connecticut, Amy Briesch, PhD, Northeastern University, Sandra Chafouleas, PhD, University of Connecticut

Universal Upstream Prevention Model for Long-term Sustainability

Presenter(s): Pamela Goldberg, BSN, SEL Shelley Hart

Utilizing Transdiagnostic Treatments in a Public High School Setting

Presenter(s): Christine Conceison, LCSW, Christina Cicolini, MEd, Taylor LoConto, MEd EdS, Jaclyn Vigneau, MAT MEd, Burlington High School

What's So Funny About Racism and Trauma? Using Humor to Defuse Conflict and Engage Students

Presenter(s): Cecy Barffuson, MSW MBA, Reducinda Avila, MSW

**Conference Program
Saturday
October 13, 2018**

CONFERENCE AGENDA

Saturday, October 13, 2018

7:30-8:30 AM Registration and Coffee
Attendees will go directly to their session

8:30 – 11:45 AM Intensive Training Session

IT 01: A “How-To” Session on Implementing School-Based Universal Screening for Mental Health

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Universal screening is a research-supported process for identifying students at risk of social, emotional, behavior, or academic challenges. This session will teach district personnel how to implement the universal screening for mental health processes from start to finish. The session will briefly cover topics including screening readiness, resource mapping, gap analyses, screening tools, parental consent, collecting screening data, data analysis, data-based decision making, and intervention implementation.

Emily Graybill, PhD, Center for Leadership in Disability, Georgia State University, Atlanta, GA

IT 02: Building a Comprehensive Behavioral Health Model – A Sure Win!

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

The focus of this intensive training workshop is to equip attendees with information and strategies that they can apply to support the development of effective multi-tier systems for behavioral health. An overview of evidence-based features of MTSS and critical implementation drivers will be discussed. Beginning efforts to engage families and students as true partners will be discussed by discussing specific practices that are being implemented. Learn how strategies can be used to support continuous improvement in schools and districts.

Mary Zortman Cohen, PhD, Boston Public Schools, Boston, MA
Achilles Bardos, PhD, University of Northern Colorado, Greeley, CO

IT 03: Building Trauma-Sensitive Schools: A Roadmap for Implementation

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Growing awareness of the prevalence and impact of childhood trauma has galvanized a movement to create trauma-sensitive schools in which all aspects of the educational environment – from workforce training to procedures and policies – are grounded in an understanding of trauma and its impact and designed to promote resilience for all. This session supports participants in adopting a trauma-sensitive approach school or district-wide using the Trauma-Sensitive Schools Training Package, a comprehensive resource for supporting implementation.

Kathleen Guarino, LMHC, American Institutes for Research, Waltham, MA

IT 04: Creating Connection as the Sure Bet Against Bullying

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Participants will engage in experiential activities targeting skills needed to improve connection with others and resist and reduce bullying behavior. Emphases will be placed on equipping attendees in learning how to successfully lead the activities themselves in a variety of settings with all ages. We will address how to successfully debrief after leading activities to help in the transition of principles learned into areas of everyday life. Participants should wear practical footwear and be ready to participate.

Rebecca Sapp, PhD, Heather Webb, MA, Milligan College-Frontier Health, Johnson City, TN

IT 05: Culturally Responsive School Mental Health and Community Practices: The Multi-dimensional Triple C-A-R-E Model

Track: Cultural Responsiveness & Equity

Ongoing recognition of diversity in the U.S. has led to further imperatives for the inclusion of multiculturalism in school mental health and community practices as well as ongoing education and training. Cultural humility and responsiveness means not only understanding others, but the self-as-clinician. Increased awareness of our social locations and intersectional identities has led to a need to effectively incorporate cultural humility and responsiveness into school mental health clinical work and teaching-learning processes.

Matthew Mock, PhD, John F Kennedy University, Pleasant Hill, CA

IT 06: Gender Inclusivity, Beyond the Bathroom

Track: Cultural Responsiveness & Equity

“When someone with the authority of a teacher describes the world and you’re not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.” -- Adrienne Rich

Participants will learn about the dimensions of gender, the limits of the binary and how to develop environments that are able to not only acknowledge but also affirm gender diversity.

Erin Fawkes, Ed.S, John Damhof, BAA, Nicole Iselin, EdS NCSP, Kim Kaspar, MSW, Aurora Public Schools, Aurora, CO

IT 07: School-Based Prevention of Sexual Assault, Teen Dating Violence and Child Sex Trafficking: A Public Health Approach – CANCELED

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Karen Gentile, LCSWC Esq, Substance Abuse and Mental Health Services Administration, Rockville, MD

IT 08: Side by Side: A Collaborative Model for Integrating Mental Health Supports in Schools

Track: Education-Mental Health Integration & Collaboration

Learn how to collaboratively integrate multi-tiered systems of mental health supports in schools. Special focus on trauma-informed universal interventions and some tools and strategies to help schools build up their middle tier structures so that more students are supported there instead of requiring targeted services. School-wide interventions create an opportunity to de-stigmatize mental health services and identify students and families in need of further supports. Come away with specific ideas on how to implement interventions.

Liora Schwartz, LMSW, Diana Adebambo, MEd, Sam Bromfield, LMSW, Wediko Children's Services, New York, NY

IT 09: The Play's the Thing! Developmental Use of Theatre Games for Social and Emotional Growth

Track: School Climate, Social Emotional Learning, and Mental Health Promotion

Participants in this fun, interactive workshop will utilize drama therapy theory, group dynamic understanding, and developmental learning principles, in order to walk away with concrete and replicable facilitation tools aimed at student engagement, social and emotional skill building, and positive classroom/school climate building. Participants will learn empowerment exercises, strength-based vocabulary, and engaging games through fun hands-on participation, detailed explanation, and targeted small group skills practice.

Darci Burch, MA, ENACT, Inc., New York, NY

IT 10: Trauma-Sensitive Yoga + Mindfulness to Build Student Self-Regulation and Resilience

Track: Mental Health Intervention and Treatment (Tier 3)

This workshop will provide an introduction for clinicians who are interested in implementing yoga and mindfulness practices and activities into therapy with students. Participants will learn breathing techniques, yoga postures, and mindfulness exercises designed to help students develop self awareness, self management, relationship skills and decision making skills.

Susan Lovett, MSW, Alliance for Inclusion and Prevention, Jamaica Plain, MA

IT 11: What Happens in Vegas, Stays in Vegas – Don't Tell Our Secrets: Understanding Behavior of Children Dealing with Family Violence

Track: Mental Health Intervention and Treatment (Tier 3)

The Domestic Violence campaign, launched by the National Coalition of Domestic Violence, helped decrease the number of times a survivor of domestic violence attempted to leave their abuser, by 40 percent, from 10 times to 6 times. Through education and community effort, we are able to make changes. We want to end family violence and create safe learning environments

for all children. It takes a village to raise a child. It will take the whole village to change the life of one individual at a time. Our passion is to impact one child at a time.

Reducinda Avila, MSW, Maribel Encarnacion, BA, Cecy Barffuson, MSW MBA, Independent, Albuquerque, NM

General Conference Information



GENERAL INFORMATION

Intended Audience

Counselors, educators, family members, family therapists, health educators, nurses, occupational therapists, physicians, psychologists, social workers, and other youth-serving professionals.

Continuing Education

This event will be seeking co-sponsorship from *The Institute for Continuing Education* and other accreditation companies. It is the responsibility of Conference participants to check with their licensing/certification board to determine if CE credit offered by The Institute or Continuing Education and the University of Maryland will meet the regulations of their board for CE credit.

Continuing Education Hours = 18.00

Conference on Thursday, October 11	7.00 contact hours
Conference on Friday, October 12	7.50 contact hours
Intensive Training on Saturday, October 13	3.50 contact hours

Accreditation Fee

Continuing Education credit have been approved for following professions: counselors, family therapists, health educators, nurses, psychologists, and social workers. The accreditation fee is \$45.

Conference Disclaimer

The Center for School Mental Health (CSMH) at the University of Maryland School of Medicine does not endorse or approve any commercial products. While it is usually unnecessary, the CSMH reserves the right to substitute or cancel sessions.

Policy on Copyright Materials

The CSMH has ownership of materials and/or permission to use all materials in conjunction with this learning activity. However, if presenters are not using their own materials, the CSMH request that presenters obtain permission to use materials from the original source.

Refund Request

All refund requests must be submitted in writing by email to Christina Huntley (Chuntley@som.umaryland.edu) by August 31, 2018. Refunds submitted prior to August 31, 2018 will be subject to a \$75 administrative fee. No refunds will be provided for student and speaker registration. If an attendee does not cancel their registration in writing prior to the deadline date, they are still responsible for the registration fee. No refunds will be administered after August 31, 2018.

Americans with Disabilities Act

If you require special accommodations to attend or participate in the 2018 Annual Conference, please provide information about your requirements to the Center for School Mental Health

(410-706-0980) at least 10 business days in advance of the event.

To pay by check or money order, please make the check or money order payable to:
University of Maryland Baltimore (Federal ID Number 52-6002036)

Payment must be received before August 31, 2018.

Lodging

Red Rock Casino, Resort, and Spa
11011 W. Charleston Blvd.
Las Vegas, NV 89135
(866) 767-7773

RESERVE NOW ONLINE! Rooms may fill up before the deadline date!

Attendees can also call or fax their individual reservations directly into the Resort's reservations department on a first come first served basis. Please provide the event name, "Advancing School Mental Health Conference" when making your reservation. Each individual is required to provide a credit card and one night's room and tax deposit. Rates cannot be changed at check-in or check-out for guests who fail to identify their affiliation at the time the reservation is made. Individual reservations must be received no later than 30 days prior to the Group's arrival date or Friday, September 07, 2018. After the cut-off date, any new reservation or date or other changes to an existing room reservation will be accepted based upon space and rate availability.

The discounted guest room rate is \$195 per night plus a \$10.00 daily resort fee, which includes basic daily in-room internet, daily newspaper, scheduled shuttle to and from McCarran International Airport and Strip, and admission to the exercise facility at the Resort. The hotel room tax is 13% per night will be applied to each guest room.

Housekeeping Gratuities/Room Deliveries: All guests arriving at the Resort as a group are subject to service charges for housekeeping gratuities. This current cost of \$2.00/per room/per day is at the discretion of the individual.

Continuing Education Credit Information



Continuing education credit for the 2018 Annual Conference is co-sponsored by the University of Maryland, Center for School Mental Health and *The Institute for Continuing Education*. The program offers 18.0 contact hours, with daily hours offered as follows:

Continuing education credit is awarded on a session-by-session basis, with full attendance required for the sessions attended. Partial session credit is not offered. The CE processing fee is **\$45.00**, which is paid on-site at registration. Conference attendees who wish to receive continuing education credit **MUST** check in at the Continuing Education desk to receive continuing education materials to create a formal application. **CE verification will be mailed to CE applicants following receipt of completed forms.**

It is the responsibility of Conference participants to check with their licensing/certification board to determine if CE credit offered by The Institute or Continuing Education and the University of Maryland will meet the regulations of their board for CE credit.

Target Audience: Allied mental health professionals, counselors, graduate students, health educators, marriage-family therapists, nurses, occupational therapists, psychiatrists, psychologists, school health personnel, social workers, and other school mental health professionals.

Course Completion: To qualify to receive continuing education credit, attendees must complete all CE materials, sign in/out daily at designated locations, and complete an evaluation of the sessions attended. CE verification is mailed to attendees following the Conference, within **30-days** of receiving completed CE paperwork.

Questions: If you have questions regarding continuing education, the program, faculty, grievance issues, or for a listing of learning objectives, comprehensive speaker bios, please contact *The Institute* at: 800-557-1950; e-mail: instconted@aol.com.

For additional conference information, you can contact Sylvia McCree-Huntley, Center for School Mental Health, shuntley@som.umaryland.edu, 410-706-0981.

Continuing Education Credit Offered

Counselors: For counselors seeking CE credit, The Institute for Continuing Education will submit a co-sponsorship application to NBCC for this program. Not all sessions may be approved for counseling CE credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

New York: The New York State Education Department's State Board recognizes the Institute for Continuing Education for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. Provider MHC-0016.

Ohio: The Ohio Counselor, Social Worker Board, Provider RCS 030001 recognize the Institute for Continuing Education as a provider of continuing education.

Florida: The Florida Dept. Health, Division of Counseling, Social Work, MFT, Provider BAP 255, expiration 03/2019, recognize the Institute for Continuing Education as a provider of continuing education.

Health Educators: Sponsored by Center for School Mental Health / University of Maryland School of Medicine, a designated a provider of continuing education contact hours (CECH) in health education by the National Commission for Health Education Credentialing, Inc. This program is designated for Certified Health Education Specialists (CHES) and/or Master Certified Health Education Specialists (MCHES) to receive up to **17.0** total Category I continuing education contact hours.

Marriage-Family Therapists: The Florida Dept. Health, Division of Counseling, Social Work, MFT, as a provider of continuing education, Provider BAP 255, expiration 03/2019, recognize the Institute for Continuing Education.

New York MFT: The Institute for Continuing Education is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for Licensed Marriage and Family Therapists. Provider MFT-0012.

Ohio: Provider RTX 100501,

Texas: The Texas State Board of Examiners of Marriage and Family Therapy, Provider 177 recognize the Institute for Continuing Education as a provider of continuing education.

California Professionals: The Institute for Continuing Education, Provider 56590, is approved by the California Association of Marriage and Family Therapists to sponsor continuing education for LMFTs, LCSWs, LPCCs. The Institute for Continuing Education maintains responsibility for this program and its content. This Course meets the qualifications for up to 18.00 hours of continuing education credit for LMFTs, LCSWs, LPCC, as required by the California Board of Behavioral Sciences.

Nurses: The Institute for Continuing Education is an approved provider of continuing education in nursing by the California Board of Nursing, Provider CEP 12646. Nurses should check with their state board to determine if credit issued through an approved of the California/Alabama Board of Nursing is accepted.

Occupational Therapists: Pending approval from the AOTA for a Single Course Conference CEUs.

Psychologists: The Institute for Continuing Education is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. The Institute for Continuing Education maintains responsibility for this program and its content. Not all sessions may be approved for psychology credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

Social Workers: The Association of Social Work Boards (ASWB), www.aswb.org, through the Approved Continuing Education (ACE) program, approves the Institute for Continuing Education, provider #1007, as a provider for social work continuing education. The Institute for Continuing Education maintains responsibility for the program. ASWB Approval Period: 4-13-2018 - 4-13-2021. Social workers should contact their regulatory board to determine course approval. Social workers participating in this program may receive up to 18.00 clinical continuing education contact hours. Not all sessions may be approved for social work credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

New York: The New York State Education Department's State Board recognizes the Institute for Continuing Education for Social Work as an approved provider of continuing education for licensed social workers. Provider No. SW-0025.

Ohio: Counseling and Social Work Board, Provider RCS 030001.

Florida Dept. Health, Division Social Work, MFT, Counseling, Provider BAP 255, expiration 03/2019.

New Jersey: CE credit is not offered for New Jersey social workers.

Skill Level: Due to the interdisciplinary nature of this Conference, sessions have not been rated for skill level (beginning, intermediate, advanced). Participants are urged to review session description for appropriateness for professional and personal development.

Instruction Methodology: May include lecture, audio-visual, demonstration, experiential practice of techniques, large and small group discussion.

Non-Credit Activities: Credit is not offered for breakfast, luncheon, dinner, social events, poster sessions, networking sessions, tour activities. If you have questions, contact The Institute for Continuing Education, instconted@aol.com.

Ethics Hours / Academic Credit: The Conference offers no "academic" credit and CE hours awarded are not eligible toward fulfillment of a degree. No "ethics" hours are offered.

ADA: For accommodations based on disability, please contact: Shuntley@som.umaryland.edu.

Total Preconference Hours

Trauma Informed Summit Attendees 6.00 contact hours
Research Summit Attendees 9.50 contact hours

Total Conference Hours

Thursday, October 11: 7.00 contact hours
Friday, October 12: 7.50 contact hours
Saturday, October 13. 3.50 contact hours

TOTAL POSSIBLE CONTACT HOURS: 18.00

This does not include preconference contact hours.